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## Undergraduate Bulletin of the University of San Diego 1988-1990

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## UNDERGRADUATE BULLETIN 1988-90

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# UNDERGRADUATE BULLETIN OF THE UNIVERSITY OF SAN DIEGO 1988-1990



General Information  
Degrees and Requirements  
Courses of Instruction  
Credential Programs

*Alcalá Park*  
*San Diego, California 92110*  
*(619) 260-4600*

*The information contained in this catalog was current  
as of the date of publication, February 1, 1988*

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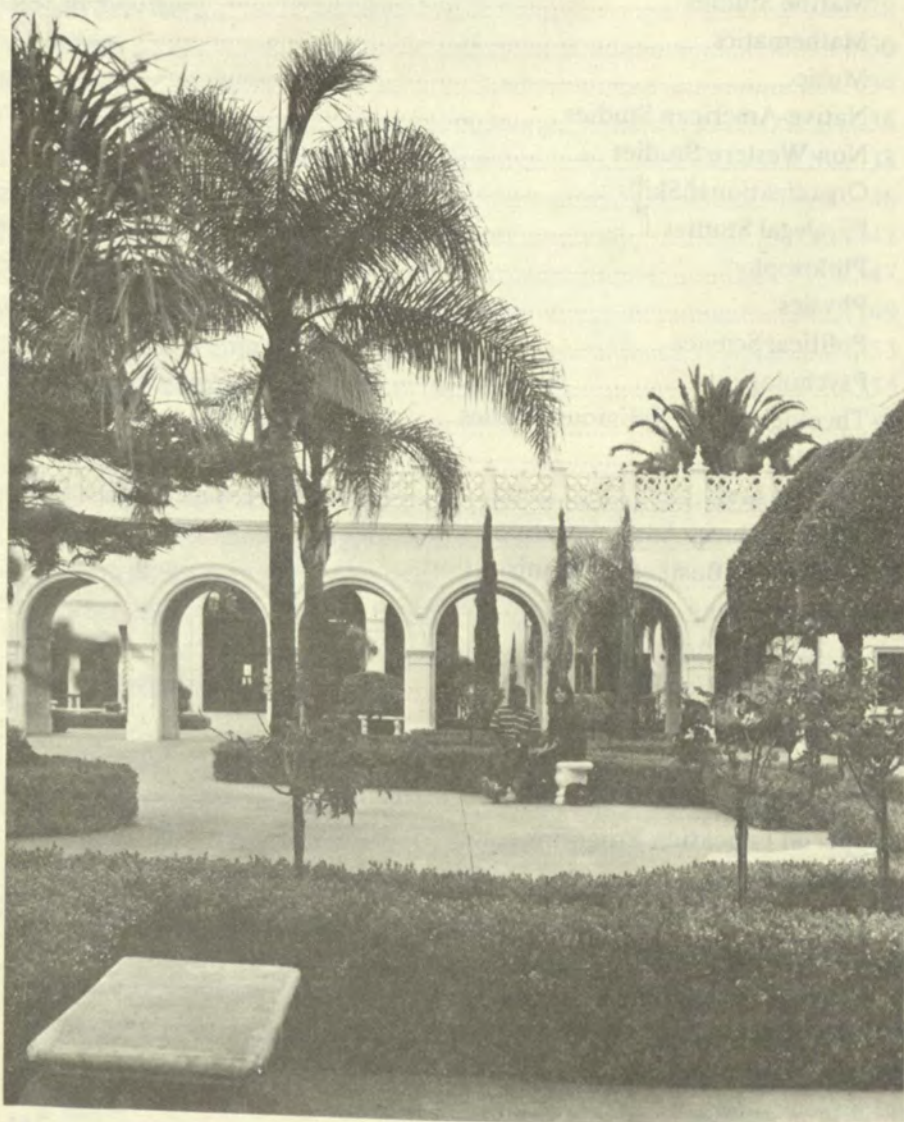
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## COMMUNICATIONS

According to the nature of the inquiry, letters or calls to the University should be addressed as follows:

Director of Admissions — admissions procedures, campus visits, catalogs, other printed information.

Director of Financial Aid — scholarships, financial aid, grants, loans, student employment.

Director, Placement Services — career information and job interviews for students and alumni.

Vice President for Student Affairs — student affairs, student activities.

Director of Housing — housing accommodations.

Vice President for University Relations — contributions and bequests, information about University events, alumni affairs.

Dean, College of Arts and Sciences — general academic policy and programs.

Dean, School of Business Administration — accounting, business administration, economics.

Dean, School of Education — credential programs, graduate programs in education.

Dean, Hahn School of Nursing — nursing and health science programs.

Vice President for Financial Affairs or Controller — all financial matters.

Registrar — student records and transcripts.

Dean, School of Graduate and Continuing Education — information pertaining to graduate programs, summer sessions, intersession, continuing education.

Mailing address: University of San Diego  
Alcalá Park  
San Diego, California 92110

Telephone: 619:260-4600

## POLICY OF NON-DISCRIMINATION

The University of San Diego does not discriminate on the basis of sex, race, color, religious belief, age, ancestry, or handicap in admission to the University, in financial aid programs, in educational programs and policies, and in athletic and other University-administered programs. Inquiries concerning the application of the University's non-discrimination policies may be addressed to USD's Dean of Academic Services.

It is the policy of the University to employ and promote personnel regardless of the foregoing characteristics, unless one or more of them are a bona fide requirement of a particular position. The University of San Diego is firmly committed to a policy of equal opportunity in all aspects of employee relations, including employment, salary administration, employee development, promotion, and transfer.



In compliance with the Family Educational Rights and Privacy Act of 1974, as amended, the University provides students with the opportunity to review their education records, to seek appropriate correction of information contained in those records, and to file complaints concerning alleged failures.

## MEMBERSHIPS

The University of San Diego holds membership in the

- American Assembly of Collegiate Schools of Business
- American Association of Colleges of Nursing
- American and California Associations of Colleges for Teacher Education
- American Council on Education
- American Historical Association
- American Library Association
- American and Pacific Associations of Collegiate Registrars and Admissions Officers
- American Political Science Association
- American Society for Engineering Education
- Association of American Colleges
- Association of Catholic Colleges and Universities
- Association of College Unions-International
- Association of College and University Housing Officers
- Association of Governing Boards
- Association of Independent California Colleges and Universities
- Association of NROTC Colleges and Universities
- California Council on the Education of Teachers
- Campus Compact
- Catholic Library Association
- Catholic Theology Society
- College Board Scholarship Service
- College Entrance Examination Board
- College Placement Council
- College and University Personnel Association
- Council for the Advancement and Support of Education
- Council of Graduate Schools in the United States
- EDUCOM
- International Federation of Catholic Universities
- National Association of College and University Attorneys
- National Association for Foreign Student Affairs
- National Association of Campus Activities
- National Association of Independent Colleges and Universities
- National, Western, and California Associations of Student Financial Aid Administrators
- National Association of Student Personnel Administrators
- National Collegiate Athletic Association
- National Collegiate Honors Council
- National League for Nursing
- National Trust for Historic Preservation



National and Western Associations of College and University Business  
Officers

San Diego Chamber of Commerce

San Diego County Citizens Scholarship Committee

Special Libraries Association

West Coast Athletic Conference

Western College Association

Western College Placement Association

Western Council on Higher Education in Nursing

World Affairs Council

THE UNDERGRADUATE BULLETIN OF THE UNIVERSITY OF SAN  
DIEGO is one of several bulletins published by the University of San Diego.  
Other bulletins are:

Graduate Bulletin

Bulletin of School of Law

Summer Sessions Bulletin

Intersession Bulletin



## ACADEMIC CALENDAR 1988-1989

### 1988 Fall Semester:

Monday-Sunday August 29-September 4 ..	Freshman Orientation
Wednesday-Friday August 31-September 2 ..	Registration and fee payment dates for new and returning students. (Registration 5-7 p.m. before evening classes during first week of classes, except Friday evening.)
Tuesday, September 6 .....	Classes begin
Friday, September 9 .....	University Mass of the Holy Spirit, 12:00 noon
Monday, September 12 .....	Deadline 100% tuition refund
Monday, September 19 .....	Last day to enroll in class; Deadline 80% tuition refund
Saturday, October 1 .....	Priority deadline for USD financial aid applications — Spring semester
Monday, October 10 .....	Deadline 50% tuition refund
Monday, October 10 .....	Deadline for registration and payment for G.E. Competency Examinations
Thursday, October 20 .....	Last day to petition for May graduation
Thursday, October 20 .....	Financial aid applications for January Intersession available
Friday, October 21 .....	Fall holiday
Monday, October 24 .....	Mid-term grades due
Monday, October 31 .....	Deadline to apply for Spring, 1989, Installment Contract
Friday, November 4 .....	Last day to pre-register with the School of Education for Spring, 1989, field placements.



## ACADEMIC CALENDAR 1988-1989

Saturday, November 5 .....	Mathematics and Foreign Language Competency Examinations
Saturday, November 12 ....	Philosophy and English Competency Examinations
Friday, November 14 .....	Last day to withdraw from classes. Deadline for removal of Incompletes from prior semester.
Tuesday, November 15 .....	Priority deadline for USD financial aid applications — Intersession
Thursday-Friday Nov. 24-25 .....	Thanksgiving vacation, no classes
Monday-Friday November 28- December 2 .....	Pre-registration for sophomores, juniors, and seniors
Thursday, December 1 .....	Priority deadline for all requested supporting documentation for financial aid applications for Spring semester.
Monday-Friday December 5-9 .....	Last week of classes
Tuesday, December 6 .....	Freshman Pre-registration (No daytime classes)
Friday, December 9 .....	Last day of classes
Monday-Saturday December 12-17 .....	Final examinations

### 1989 Intersession (Optional):

Wednesday, January 4 .....	First class day
Tuesday, January 24 .....	Last day of Intersession
See Intersession '89 Bulletin for courses and registration procedures.	



## ACADEMIC CALENDAR 1988-1989

### 1989 Spring Semester:

Monday, January 23.....	Orientation
Tuesday and Wednesday January 24-25 .....	Registration and fee payment dates for new and returning students. (Registration 5-7 p.m. before evening classes during first week of classes, except Friday evening.)
Thursday, January 26 .....	Classes begin
Wednesday, February 1 .....	Deadline 100% tuition refund
Wednesday, February 8 .....	Last day to enroll in a class; Deadline 80% tuition refund
Wednesday, March 1 .....	Priority deadline for USD financial aid applications for Fall semester — new students.
Wednesday, March 1 .....	Deadline 50% tuition refund
Monday, March 6 .....	Deadline for registration and payment for G.E. Competency Examinations
Friday, March 10 .....	Spring holiday
Monday, March 13 .....	Mid-term grades due
Saturday, March 18 .....	Last day of classes before Easter holiday
Tuesday, March 28 .....	Classes reconvene after Easter holiday
Saturday, April 1 .....	Philosophy and English Competency Examinations
Saturday, April 1 .....	Priority deadline for USD financial aid applications for Fall semester — continuing students.
Wednesday, April 5 .....	Last day to withdraw from classes. Deadline for removal of Incompletes from the prior semester.

## ACADEMIC CALENDAR 1988-1989

Friday, April 7 .....	Last day to pre-register with the School of Education for Fall, 1989, field placements.
Saturday, April 8 .....	Mathematics and Foreign Language Competency Examinations
Monday, April 10 .....	Priority deadline for USD financial aid applications for summer sessions.
Monday-Thursday April 24-27 .....	Pre-registration for sophomores, juniors, and seniors
Tuesday-Monday May 2-8 .....	Last week of classes
Tuesday, May 2 .....	Honors Convocation
Thursday, May 4 .....	Freshman pre-registration (no daytime classes)
Monday, May 8 .....	Last day of classes
Tuesday, May 9 .....	Dead day (no classes)
Wednesday-Tuesday May 10-16 .....	Final examinations
Sunday, May 21 .....	Commencement
Thursday, June 1 .....	Priority deadline for all requested supporting documentation for financial aid applications for Fall semester.
Monday, June 5 .....	Deadline to apply for Fall/Spring 1989-1990 Installment Contract

### 1989 Summer Session (Optional):

See Summer Session Bulletin for courses, dates, and registration procedures.

## ACADEMIC CALENDAR 1989-1990

### 1989 Fall Semester:

Monday-Saturday

August 28-September 2 ..

Freshman Orientation

Wednesday-Friday

August 30-September 1 ..

Registration and fee payment dates for new and returning students. (Registration 5-7 p.m. before evening classes during first week of classes, except Friday evening.)

Tuesday, September 5 .....

Classes begin

Friday, September 8 .....

University Mass of the Holy Spirit, 12:00 noon

Monday, September 11 .....

Deadline 100% tuition refund

Monday, September 18 .....

Last day to enroll in a class;  
Deadline 80% tuition refund

Thursday, October 1 .....

Priority deadline for USD financial aid application for Spring semester

Monday, October 9 .....

Deadline 50% tuition refund

Monday, October 9 .....

Deadline for registration and payment for G.E. Competency Examinations

Thursday, October 12 .....

Last day to petition for May graduation

Friday, October 13 .....

Fall Holiday

Monday, October 16 .....

Mid-term grades due

Friday, October 20 .....

Financial aid applications for January Intersession available

Monday, November 2 .....

Deadline to apply for Spring, 1988, Installment Contract

Saturday, November 4 .....

Philosophy and English Competency Examinations



## ACADEMIC CALENDAR 1989-1990

Monday, November 6 .....	Deadline to apply for Spring, 1990, Installment Contract
Friday, November 10 .....	Last day to pre-register with the School of Education for Spring, 1990, field placements.
Saturday, November 11 ....	Mathematics and Foreign Language Competency Examinations
Monday, November 13 .....	Last day to withdraw from classes. Deadline for removal of Incompletes from the prior semester.
Wednesday, November 15	Priority deadline for USD financial aid applications — Intersession
Thursday-Friday November 23-24 .....	Thanksgiving Vacation, no classes
Monday-Friday November 27- December 1 .....	Pre-registration for sophomores, juniors, and seniors
Friday, December 1 .....	Priority deadline for all requested supporting documentation for financial aid applications for Spring semester.
Monday-Friday December 4-8 .....	Last week of classes
Tuesday, December 5 .....	Freshman pre-registration (no daytime classes)
Friday, December 8 .....	Last day of classes
Monday-Saturday December 11-16 .....	Final Examinations

## ACADEMIC CALENDAR 1989-1990

### 1990 Intersession (Optional):

Thursday, January 4 .....	First class day
Wednesday, January 24 .....	Last day of Intersession
See Intersession '90 Bulletin for courses and registration procedures.	

### 1990 Spring Semester:

Monday, January 29 .....	Orientation
Monday-Tuesday January 29-30 .....	Registration and fee payment dates for new and returning students. (Registration 5-7 p.m. before evening classes during first week of classes, except Friday evening.)
Wednesday, January 31 .....	Classes begin
Tuesday, February 6 .....	Deadline 100% tuition refund
Tuesday, February 13 .....	Last day to enroll in a class; deadline 80% tuition refund
Thursday, March 1 .....	Priority deadline for USD financial aid applications for Fall semester — new students.
Tuesday, March 6 .....	Deadline 50% tuition refund
Friday, March 16 .....	Spring Holiday
Monday, March 19 .....	Mid-term grades due
Monday, March 26 .....	Deadline for registration and payment for G.E. Competency Examinations
Sunday, April 1 .....	Priority deadline for USD financial aid applications for Fall semester — continuing students.
Friday, April 6 .....	Last day to withdraw from classes; deadline for removal of Incompletes from the prior semester.



## ACADEMIC CALENDAR 1989-1990

Saturday, April 7 .....	Last day of classes before the Easter holiday
Tuesday, April 10 .....	Priority deadline for USD financial aid applications for summer session.
Tuesday, April 17 .....	Classes reconvene after Easter holiday
Friday, April 20 .....	Last day to pre-register with the School of Education for Fall, 1990, field placements.
Saturday, April 21 .....	Philosophy and English Competency Examinations
Saturday, April 28 .....	Mathematics and Foreign Language Competency Examinations
Tuesday-Friday May 1-4 .....	Pre-registration for sophomores, juniors, and seniors
Tuesday, May 8 .....	Honors Convocation
Tuesday-Monday May 8-14 .....	Last week of classes
Thursday, May 10 .....	Freshman pre-registration (no daytime classes)
Thursday, May 14 .....	Last day of classes
Tuesday, May 15 .....	Dead day (no classes)
Wednesday-Tuesday May 16-22 .....	Final Examinations
Sunday, May 27 .....	Commencement
Friday, June 1 .....	Priority deadline for all requested supporting documentation for financial aid applications for Fall semester.
Monday, June 4 .....	Deadline to apply for Fall/Spring 1990-91 Installment Contract.

### 1990 Summer Session (Optional):

See Summer Session Bulletin for courses, dates, and registration procedures.

## OFFICIAL RECOGNITION

The University of San Diego is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is accredited by THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES, and is approved for veterans. The Hahn School of Nursing baccalaureate and master's programs are accredited by the NATIONAL LEAGUE FOR NURSING. The undergraduate and graduate programs of the School of Business Administration have been accredited by the AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS.

The University of San Diego is authorized by the Commission on Teacher Credentialing of the State of California to recommend candidates for the Multiple Subject and Single Subject teaching credentials, the Bilingual Specialist and the Specialist in Special Education credentials, and the Administrative Services and Pupil Personnel Services credentials. All of the above credentials are applicable to both elementary and secondary schools.

## THE UNIVERSITY Its Past and Its Present

The independent University which bears the city's name was chartered in 1949. Today the University of San Diego includes the College of Arts and Sciences, School of Business Administration, School of Education, School of Law, and Hahn School of Nursing. Contiguous to the campus is St. Francis Seminary for undergraduate men aspiring to the Roman Catholic priesthood; its students take their academic work in the various programs offered by the University.

The years since the University's founding have evidenced a steady development. The San Diego College for Women, the first unit of the University at Alcalá Park, began classes in February, 1952. It was erected, financed, and equipped by the Society of the Sacred Heart. St. Madeleine Sophie Barat founded the Society of the Sacred Heart in France in 1800; it was brought to America by Blessed Philippine Duchesne in 1818. Today, it has schools and colleges in Europe, Asia, Africa, Australia, and the two Americas.

The second unit of the University, the College for Men, sponsored by the Diocese of San Diego, was opened in 1954. Its founder, the Most Reverend Charles F. Buddy, first Bishop of San Diego, envisioned its increasingly influential position in education both for the diocese and for the San Diego community.

The first professional school on the Alcalá Park campus, the School of Law, was inaugurated in 1954. It offers a three-year full-time day program and a four-year part-time evening program, both leading to the Juris Doctor (J.D.) degree, as well as the Master of Laws (LL.M.) degree.

Change and innovation have marked the educational development of the University of San Diego in recent years. The early efforts to provide richer educational advantages to the students by sharing the curricula of the then separate colleges led to the full legal unification of the University of San Diego and the San Diego College for Women in July, 1972, creating a single coeducational university with undergraduate, graduate, and professional programs.



The young men and women who share the life of the University of San Diego and contribute to its growth are a multi-talented group who have many options in their life's choices. They have chosen USD for various reasons: most of them would like to acquire the power to think clearly and independently, to form sound and discriminating judgments, to satisfy a developing intellectual curiosity, and to accept as their own the values of authentic freedom, openness to change, and responsibility to serve the society in which they live. They attend a Catholic University, and the majority of them are Catholics who share certain commitments and wish to explore vital religious questions in a free, yet informed way; but a high percentage of students of other faiths insures the presentation of a diversity of views, so characteristic of the pluralistic American society.

A friendly campus atmosphere, opportunity for close rapport between faculty and students, class sizes which facilitate personal attention and instructor accessibility — such are the elements creating the educational environment of the University of San Diego.

### PHILOSOPHY AND MISSION OF THE UNIVERSITY OF SAN DIEGO

The University of San Diego is a community of scholars. It shares with all institutions of higher education the search for truth and the pursuit of academic excellence. Students of all races, creeds, and cultural backgrounds are welcome to join the intellectual quest.

The University is committed to ideals of liberal education which emphasize the potentialities of men and women as human beings and creatures of God. Specialized study in the individual disciplines and in the professions builds upon a general education program which both examines the interrelatedness of knowledge and explores the relevance of knowledge to contemporary issues.

By the intent of its founders and by the mandate of its corporate declaration, the University is a Roman Catholic institution. Its distinctive characteristic within the pluralistic system of American higher education is that it is both independent and Catholic. It is independent in that ultimate responsibility for the governance of the University lies in its own Board of Trustees. It is Catholic by virtue of its commitment to witness to and probe the Christian message as proclaimed by the Catholic Church.

The University aims to respect the dignity of every person who becomes a part of its community. It affords the opportunity for sharing ideas and values from many different traditions, and fosters a climate within which all members of the University community have opportunity for free inquiry and expression. Increased understanding of each other should lead to awareness of a serious responsibility toward all humanity.

Because of the kind of institution the University of San Diego envisions itself to be, it has set as its mission the establishment of a distinctive quality and identity within the diversity of institutions of higher education. Accordingly, the University strives:

1. To foster freedom of inquiry and expression in the quest for truth;

2. To engender a climate conducive to the spiritual, intellectual, cultural, and social development of all members of the University community;
3. To afford each individual the opportunity to strengthen a personal philosophy and value system as the basis for integration of behavior and belief;
4. To create an environment of human concern wherein excellence in teaching and disciplined learning interact to the maximum benefit of each member of the University community;
5. To explore the Catholic tradition in the continuing search for meaning in contemporary life;
6. To promote Christian ecumenism and the on-going dialogue among peoples of all religions;
7. To provide service to the community consistent with the University's identity as an academic institution;
8. To evaluate the past conscientiously both for its own sake and because of the crucial continuity of the past and the present;
9. To provide a basis for reflection and critical judgment on contemporary social and moral issues in a worldwide context.

Striving for academic excellence, strengthening the liberal arts tradition, and maintaining priority on effective teaching form the cornerstone of the University's educational approach.

### **CAMPUS MINISTRY**

Because the University of San Diego is a Roman Catholic institution of higher learning, it is responsible in a unique way for the development of a viable campus ministry to proclaim the Gospel and the presence of Christ in the midst of the campus community.

The Department of Campus Ministry at the University of San Diego serves the religious and spiritual needs of the campus community. Students, faculty, staff, and administrators are all welcome participants in campus ministry programs. Campus Ministry seeks to foster gospel values by developing opportunities for people to come together for growing in faith, spiritual/moral formation, worship, and apostolic action. Campus Ministry provides resources and opportunities to promote the integration of spiritual values in the lives of those who seek enrichment and growth in faith.

The extension of this campus ministry program will promote ecumenical exchange and allow for creativity and adaptation to the expanding needs of the students, faculty and administration.



## CAMPUS LIFE

The University of San Diego campus is a 175-acre tableland at the western end of Kearny Mesa, high on a hill commanding inspiring views of the Pacific Ocean, Mission Bay, San Diego harbor, and the surrounding mountains. The campus, named Alcalá Park, after the Spanish university city of Alcalá, scene of the labors of St. Didacus (San Diego), is superbly located in an urban area, ideally close to the business, cultural, residential, and recreational areas of California's birthplace and second largest city.

Alcalá Park's fifteen buildings include the Immaculata Church; the School of Law; the Law and Copley Libraries; the School of Business (Olin Hall); the School of Education (Harmon Hall); the School of Nursing (Muriel Marsh Hahn Pavilion); the University Center which includes the University Dining Room, Marketplace and Courtyard Grille, Student Affairs, Associated Students and Campus Ministry offices, undergraduate and graduate student organization offices, computer and typing room, as well as lounge and activity space; the Manchester Executive Conference Center; five administrative and classroom buildings (Serra, DeSales, Camino, Founders, Guadalupe) which also include the Bookstore/Post Office facilities, the Camino Theatre, and residence areas. Located at the east end of campus are the Mission Housing Complex; Alcalá Vista Apartments; graduate student residence apartments; and the University recreation center, comprised of an olympic-size swimming pool, gymnasium, stadium, and tennis courts.

Here, in sunny Southern California, in the nation's eighth largest city, the student finds a truly fascinating variety of leisure-time activities, including visits to the city's outstanding zoo, the museums, the old Spanish missions, the theatre, swimming (in the large university pool and in the bay and ocean), boating, surfing, tennis, golf, and many others. Close proximity to Mexico provides an excellent opportunity for gaining a first-hand insight into Mexican culture.

### Academic Facilities

The University provides modern and comfortable classrooms, fully-equipped science laboratories, a language laboratory, a Media Center, and academic computing facilities for student use.

The Helen K. and James S. Copley Library, the hub of academic life, located at the west end of the campus adjoins the original library, which is now called the Camino Wing. The handsome Spanish Renaissance reading room was named by the Friends of the Library in memory of the Foundress of the College for Women, Reverend Mother Rosalie Hill, R.S.C.J. It houses the Library's Fine Arts Collections. The Library's growing collection supports the academic programs of the College of Arts and Sciences, the School of Education, the School of Business, and the Hahn School of Nursing and reflects the needs of the University's expanding curriculum. Library holdings include more than three hundred thousand books and bound periodicals. More than one thousand current periodical and serial titles are received, as well as newspapers, pamphlets, government documents, and microform materials. Copiers are provided for student use.



The main resources of the library are organized as an open stack book and periodical collection. This increases their accessibility to faculty and students. Library staff is available in the areas of Reference, Bibliography, Periodicals, Circulation and Reserves, to assist in the interpretation and use of the library's resources. Through DIALOG, WILSON LINE and InfoTrac, over 300 databases and indexes can be searched.

Over the years gifts from many private libraries have enriched the collection, especially in the area of the humanities.

In "Special Collections," the library exhibits a rare and precious sampling of the world's cultural treasures in the medium of the printed page. Examples ranging from the medieval period, with its illuminated manuscripts and incunabula, through the centuries to contemporary fine printing and binding are included.

The Law Library, located in the Law School complex, with 235,000 volumes, is available as a support to the Copley Library.

Audiovisual materials are housed in the University's Media Center located in DeSales Hall. The Center contains five classrooms designed for the use of audio-visual materials and 37 carrels for individual use of video tapes, slides, audio tape, and multimedia kits from the Center's software collection.

Academic Computing facilities include a workstation lab in Serra Hall with approximately 50 terminal workstations as well as several microcomputers, a Microcomputer Lab with 40 RAINBOW workstations in Olin Hall all networked to a VAX, and an Apple Lab/Classroom with 20 Apple II workstations. Minicomputer resources are accessed via USD's broadband network.

Apple facilities are located on the bottom floor of Serra Hall, providing both enhanced classroom capability as well as increased numbers of workstations.

## **Student Residence**

Resident living accommodations are available on campus, currently housing about 2,000 students. Rooms are available in traditional "dormitory" style, suite-style living areas and apartment units. The University operates student dining facilities with alternative meal plans offered in conjunction with particular residence areas.

Residence Hall staff includes live-in Resident Directors and Resident Assistants. In some areas faculty-in-residence are a feature of the living environment. Resident students must supply sheets, pillows, blankets, bedspreads, towels and desk lamps.

Residence halls will be open for occupancy one day before the first day of a semester. Exceptions to this policy cannot be made. Each room must be vacated 24 hours after the student's last final examination at the conclusion of each semester. The residence halls will also be closed during the Easter Holiday break. During periods when the halls are closed, students must vacate their rooms although they may leave their personal possessions in the room. Housing is provided during Intersession only for those students attending Intersession classes at USD. Specific terms and conditions regarding student housing will accompany the housing contract that is mailed to all incoming resident students.



## **Student Conduct**

Students attending the University live by the guidance of the Student Code of Rights and Responsibilities. Other rules and regulations promulgated by departments of the University are also guidelines for student conduct, such as the policy on Academic Integrity and University Parking Regulations. Copies of these policies are available by request at the Student Affairs office.

## **Grievances**

Students who believe they have grievances regarding USD's policy of non-discrimination toward the handicapped or in other civil rights requirements may consult the Dean of the appropriate School if the problem concerns an academic matter; the Vice President for Student Affairs, Mr. Thomas Burke, for concerns about student services; the Director of Physical Plant, Mr. Roger Manion, for problems in use of physical facilities; or the Provost, Sister Sally Furay, overall coordinator of civil rights compliance.

## **Student Government and Activities**

All students belong to the ASSOCIATED STUDENTS OF THE UNIVERSITY OF SAN DIEGO, a self-governing group acting under the authority given by its approved Associated Students Constitution. Officers of the Associated Students and members of its governing board are elected or appointed by the students. Under their leadership, the students plan and manage student events and funds. Through participation on several faculty and faculty-administration committees, students share in decisions on academic and disciplinary affairs.

A further responsibility of the Associated Students is to plan and organize activities for the student body using the AS fee collected at the beginning of each semester. The PROGRAM BOARD coordinates the programs sponsored by the following officers and their committees:

The **Secretary of Academics** is responsible for providing a voice in all academic grievances, faculty/student forum series, and the funding for certain student academic research.

The **Secretary of Athletics** is responsible for planning and operating the annual homecoming activities, scheduling rooter buses to away sports events, and keeping students informed of all sporting activities.

The **Secretary of Student Organizations (ICC Chair)** is responsible for chairing the Inter-Club Council (ICC), where over 40 campus organizations submit requests for some \$4000/semester to promote student involvement in the clubs on campus.

The **Social Chair** is responsible for planning the traditional events at USD, including the Homecoming Dance, Spring Ball, Casino Night, and other co-sponsored AS events.

The **Showcase Committee** is responsible for planning and presenting entertainers on campus in an informal, social setting.

The **Community Service Committee** is responsible for reaching out to and interacting with the San Diego community on a service-oriented basis. Activities include Senior Citizen Outreach, and food and clothing drives.



The **Performing Arts Committee** is responsible for programming on-campus arts performances, along with promoting off-campus cultural events such as symphony trips and the Old Globe Theatre.

The **Film Forum Committee** is responsible for planning and presenting approximately 20 films on campus each semester.

The **Lark Committee** is responsible for planning and presenting dance band and concert entertainment.

The **Speaker's Bureau** is responsible for selecting and presenting a variety of speakers on campus, covering a wide range of topics of interest to students and faculty.

The **Corporate Relations Committee** is responsible for establishing contact with companies and corporations interested in supporting AS programs.

The Associated Students also publish a weekly newspaper, the VISTA, and a yearbook, the ALCALA.

### **Student Clubs and Organizations**

The ACCOUNTING SOCIETY promotes interaction of accounting students in academic, community and professional endeavors. It sponsors a variety of speakers throughout the year, and conducts tours of local and international CPA firms.

The ALCALA MEN'S CLUB and ALCALA WOMEN'S CLUB are service organizations for both the University of San Diego and the community of San Diego. Members are selected on the basis of academic achievement, leadership and dependability; and act as official representatives at University sponsored activities and functions.

ALPHA EPSILON DELTA is the honor society for those pursuing careers in the health-related professions. Associate membership is open to all students. Activities and services include practice exams, guest speakers, peer counseling and tutoring.

ALPHA KAPPA PSI, is a co-ed business fraternity. The Iota Tau chapter is one of 210 college chapters in the United States. It arranges many enjoyable events such as professional speakers, business tours and social activities.

ALPHA PHI OMEGA is a co-ed service fraternity.

AMERICAN MARKETING ASSOCIATION is open to any student interested in marketing and advertising. Working closely with the San Diego Professional Chapter of AMA, members are given the opportunity to attend dinner/meetings and parties throughout the year.

The ASSOCIATION FOR PROGRESSIVE STUDENTS is open to any student and its purpose is to get involved with political and social issues.

BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Driving Drunk) are national collegiate alcohol education groups. The combined USD chapters are student-run organizations promoting the responsible use of alcohol, such as Alcohol Awareness Week.

BETA ALPHA PSI is the national accounting fraternity.

The BIOLOGY CLUB provides activities in conjunction with the Biology Department. The club provides many student services such as tutoring, blood drives, etc.

The CHEMISTRY CLUB is open to any student interested in improving the unity of the chemistry department both academically and socially.



The COMMUTERS IN ACTION (CIA) is an organization whose purpose is to keep USD's commuters aware of the many programs available to them as a USD student. It helps with the problems and questions that a commuter might have, and attempts to get the commuters involved with the campus as much as possible.

DELTA SIGMA PI is an international business fraternity whose purpose is to encourage a closer affiliation between the business world and students of business.

There are six GREEK organizations at USD. Membership in a sorority or fraternity offers students a way to get involved at USD, an opportunity to develop leadership skills, and a chance to develop life-long friendships. The organizations which have chapters at USD are:

- Alpha Delta Pi — National Sorority
- Zeta Tau Alpha — International Sorority
- Gamma Phi Beta — International Sorority
- Phi Kappa Theta — International Fraternity
- Sigma Pi — International Fraternity
- Sigma Chi — International Fraternity

The INTERNATIONAL STUDENTS ORGANIZATION is open to all students, especially foreign students. It plans recreational and social events in order to welcome foreign students into the University environment, and to encourage them to share the beauties of their own native cultures with other students.

The INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERS, INC. Student Branch at USD is a professional organization open to all students who are members of IEEE. The Student Branch gives students the opportunity to meet and learn from fellow students and faculty members from USD and other universities, as well as to interact with professionals in a number of career areas within the field.

The KNIGHTS OF COLUMBUS is a service organization.

The LANGAUGE CLUBS (Chinese, French, German, Italian, and Spanish) promote an interest in the literature and culture of foreign nations by means of conversations, discussions, guest speakers, motion pictures, reading and staging plays, luncheon meetings, and community involvement.

The MISSION CLUB is a service organization that strives to promote charity and goodwill while serving the needs of the poor, the elderly, the ill, the orphaned . . . the "needy" in our community.

The MODEL UNITED NATIONS CLUB gives students an insight into the machinery of the United Nations, its problems, its agencies and its operations. Members attend a yearly MUN convention. Students may join as a club member or they may sign up for University credit.

The OCEANS/SCUBA CLUB serves as a platform for services, lectures, seminars, and many other marine-related activities that add to the character of the Marine Studies program.

PHI ALPHA DELTA is an undergraduate law fraternity that caters to undergraduate college students with an interest in the many aspects of law and our legal system.

PHI ALPHA THETA is the international honorary society in history, which fosters academic excellence in the field of history. Members are



selected on the basis of high academic achievement. They are encouraged to participate in society-sponsored forums, symposia, and conventions, as well as to produce professional-quality historical publications.

PI SIGMA ALPHA is a co-ed political science fraternity.

The PSYCHOLOGY CLUB provides an opportunity for interested students to expand their knowledge of contemporary psychological issues through meetings, forums, guest speakers, and related activities.

The RESIDENT ACTIVITY BOARD is a group of resident students who plan social activities for the campus. Its members coordinate annual Christmas and Spring Dances.

The SECOND GENERATION CLUB consists of those students whose parents attended USD or another Sacred Heart university.

The many SPORTS CLUBS (Cycling, Floor Hockey, Karate, Lacrosse, Raquetball, Rugby, Sailing, Snow Ski, Surfing, Track, Volleyball, Waterski, and Weightlifting) promote both competitive and recreational participation for sports enthusiasts. Basic skills are developed, and many trips and outings are planned. Some of these clubs compete against other area colleges' club teams.

The STUDENT ALUMNI ASSOCIATION is a student-run organization sponsored by the U.S.D. Alumni Association; its goal is to increase interaction between students and alumni.

The UNDERGRADUATE NURSES' ASSOCIATION fosters channels of communication between Registered Nurse students and faculty. Additionally, it provides students with information, education, representation, and support. It promotes health awareness and social interaction for students, faculty and guests.

VOLUNTEERS IN ADMISSIONS is a service organization which works in conjunction with USD's Office of Admissions in its recruitment efforts. VIA promotes knowledge of and enthusiasm for USD through its campus tours.

The WBG's promote involvement in school activities, join with other clubs to create school spirit, inspire unity through sisterhood, and represent USD through community service.

## **Honor Societies**

The University of San Diego is affiliated with a number of national honor associations. ALPHA EPSILON DELTA is the International Pre-medical Honor Society. Its goals are to improve the quality of pre-medical education and to promote cooperation between pre-medical students, medical students, and educators. BETA ALPHA PSI is the National Accounting Fraternity and BETA GAMMA SIGMA is the National Business Fraternity. DELTA EPSILON SIGMA is the National Scholastic Honor Society for undergraduates, graduates, and alumni/ae. Its purpose is to recognize academic accomplishments, foster scholarly activities, and provide an intellectual meeting ground for its members. KAPPA GAMMA PI is the National Scholastic and Activity Honor Society for Catholic College women and men, in which students who graduate with honors and who have been outstanding for character, service and leadership are eligible for membership. LAMBDA ALPHA National Honorary Society for Anthropology recognizes outstanding scholarship in anthropological studies and supports inquiry into the



study of human cultures. OMICRON DELTA EPSILON is open to economics majors who have demonstrated excellence in the study of economics. Membership makes available participation in extracurricular programs, lectures, discussions, and meetings furthering the study of economics. PHI ALPHA THETA is the international Honor Society in History. Its goal is to promote the study of history by the encouragement of good teaching, research, publication, and the exchange of learning and thought among historians. PHI SIGMA TAU is the national Honor Society for majors and minors in Philosophy. Its purposes are to recognize academic accomplishments, foster scholarship, and provide an intellectual and social meeting ground for its members. PI DELTA PHI is the National French Honor Society, in which French majors and minors who maintain a high scholastic standing and serve actively in the French Club are eligible for membership. PI SIGMA ALPHA, the National Political Science Honor Society has a chapter, Theta Mu, on campus. It is open to majors in Political Science and International Relations who have demonstrated superior ability in the disciplines. PSI CHI National Honor Society in Psychology provides recognition for outstanding scholarship and seeks to advance the science of psychology by providing programs which augment the regular curriculum. SIGMA DELTA PI is the National Spanish Honor Society in which Spanish majors and minors who maintain a high scholastic standing and serve actively in the Spanish Club are eligible for membership. SIGMA PSI is a mathematics and science society, the aims of which are to encourage a professional spirit and friendship among those who display a marked interest in science and mathematics, to aid student efforts in science and mathematics by accumulating sources of information on recent developments in these fields, and to foster individual and joint mathematics and science research projects. SIGMA THETA TAU, the national nursing honor society, has a chapter, Zeta Mu, on campus. Membership is an honor conferred on students who have demonstrated excellence in their nursing programs.

### **Cultural Activities**

The University recognizes the importance of exposing students to various programs and activities that are culturally enriching. Throughout the academic year events are planned on campus to complement classroom study and to broaden the experience of the student. In order to give all an opportunity to see and hear performances by artists of acclaim, the University sponsors concerts by professional faculty artists and brings to the campus professionally executed programs in drama, dance, and music.

The University sponsors a professional art exhibition facility, FOUNDERS GALLERY. There, under the supervision of the Director of Galleries, students actively participate in the frequent presentation of exhibitions of diverse media and a wide range of expression. Recognized masters and the finest contemporary artists comprise the balanced program of uniform excellence which has merited Founders Gallery the highest critical acclaim.

Several musical groups are organized on campus. The UNIVERSITY CHOIR presents a comprehensive program of liturgical choral music every Sunday as a part of USD's worship life. Membership is by audition only and is open to students and faculty.



The UNIVERSITY SYMPHONY ORCHESTRA performs each semester. Membership is by audition and is open to students, faculty and members of the San Diego Community.

The OPERA WORKSHOP is a production course open to all students trained and untrained as a learning experience in all phases of Musical Theatre.

The ALCALÁ TRIO, a resident faculty ensemble, offers performances both on and off campus.

Well-known scholars, travelers, and significant figures in public life are invited to campus to speak to the students on a variety of topics.

THEATRE ARTS presents one drama in the Fall semester and one musical each Spring.

## **Recreation**

The University of San Diego Recreation Department is rapidly expanding to offer members of the University community opportunities to use their leisure time constructively. A great variety of recreational events dot the calendar including bike excursions, camp outings, ski trips, and weekend outing events. In addition, the facilities and equipment at the Mission Bay Aquatic Center are available for use for such activities as sailing, waterskiing, and surfing. In the past, large scale participation has provided tremendous enjoyment to complement the academic experience of University of San Diego students.

Students are encouraged to use the facilities of the Student Sports Center, located at the top of the hill east of the football field. Facilities include: heated outdoor swimming pool, a six-basket gym, three volleyball courts (two indoor), 12 tennis courts (eight on west side of school), weight rooms, a utility field and jogging track at the west end of the campus, a multi-purpose field behind the Mission Complex, a baseball diamond, and a softball field. A great variety of equipment can be checked out of the Recreation Office with a USD ID card (including badminton sets, softball equipment, footballs, football flags, volleyballs, basketballs, racquetball racquets, etc.).

## **Intramurals**

With a full schedule of men's, women's and coeducational team and individual sports and activities, the intramural program offers every student, faculty and staff member the opportunity to participate in competitive and recreational sports. Activities include softball, football, basketball, floor hockey, racquetball, bowling, tennis, soccer, golf and running events.

## **Athletics**

As a member of NCAA, the University of San Diego, Department of Intercollegiate Athletics, maintains a full program of sports for men and women. Both the men's and women's programs compete in the West Coast Athletic Conference. Men's NCAA Division I sports include basketball, baseball, cross-country, golf, tennis, soccer and crew, while football participates in Division III. Women's Division I sports include basketball, cross-country, softball, crew, tennis, swimming and volleyball.



## **Athletic Eligibility**

Admission to the University does not imply eligibility to compete in intercollegiate athletics, particularly in the case of students transferring from another college or university. Concerns about athletic eligibility should be directed to the appropriate coach or to the Director of Athletics.

## **THE UNIVERSITY OF SAN DIEGO ALUMNI ASSOCIATION**

**The University of San Diego Alumni Association** promotes the involvement of USD graduates in the ongoing life of the University, informs alumni of University activities, and provides benefits, services, and volunteer opportunities. Governed by a Board of Directors, the Association plans and implements Class Reunions, Homecoming, the Alumni Mass, and other special events. Special interest alumni groups include:

**THE ALUMNAE OF THE SACRED HEART** — a unit of the national Associated Alumnae of the Sacred Heart (AASH), an organization of former students and graduates of the Sacred Heart Schools throughout the world, organized to promote the beliefs and traditions of Sacred Heart education.

**LAW SCHOOL ALUMNI** — provides support and guidance to law students and sponsors continuing education for members and students. The association guides the Law Annual Fund efforts and hosts social events for its membership and the Law School community.

**USD GRADUATE SCHOOL OF BUSINESS ALUMNI ASSOCIATION** — promotes the interest of the University and the Graduate School of Business and maintains a mutually beneficial relationship between the Alumni and the University.

**USD SCHOOL OF EDUCATION ALUMNI ASSOCIATION** — provides activities and programs designed to encourage educational, social and career development aspects of the School of Education and the University.

**USD ALUMNI ROWING ASSOCIATION** — the purpose of this association is to involve all Crew Alumni in the athletic, educational, social and financial aspects of the University of San Diego Crew. The Association shall promote the interests of the University's Crew and maintain a mutually beneficial relationship between the University Crew and its Alumni.

## **ANCILLARY ORGANIZATIONS**

**THE CHILDREN OF MARY** — a unit of the world-wide Children of Mary Congregation associated with schools and colleges of the Sacred Heart.

**THE UNIVERSITY OF SAN DIEGO AUXILIARY** — a women's group organized to promote the interest of the University in the community.

**THE PRESIDENT'S CLUB** — a group of benefactors who support the University with a substantial annual gift and represent the University in a special capacity to the community.

THE ALCALÁ SOCIETY — a group of men and women dedicated to perpetuating the spiritual and educational values embodied in the University by making a gift at the level necessary for society membership.

THE FRIENDS OF THE LIBRARY provides support for the Copley Library and its programs.

THE FRIENDS OF MUSIC provides support for the Music Department and its programs.

THE PARENTS ASSOCIATION seeks to provide channels of communication between the University and parents of students.

THE INTERNATIONAL BOARD OF CONSULTANTS is a group of leaders with international stature who provide advice to the University.

### ACADEMIC BENEFACTORS

THE CLARENCE L. STEBER MEMORIAL FUND provides financial support towards a faculty position in the School of Business administration and towards a faculty position in the Department of Religious Studies.

### UNIVERSITY BOOKSTORE

For the convenience of students, the University operates a bookstore on the campus. Textbooks, stationery, laboratory supplies, and notions are available there on a cash basis.

### STUDENT SERVICES

#### Student Health Service

The Health Center is designed to provide primary ambulatory care for each student. The Health Center is open from 8:30 a.m. to 4:30 p.m. Monday through Thursday and 8:30 a.m. to 4:00 p.m. Friday. A registered nurse is available during this time. A doctor is available part time during the week. Major and severe illnesses and injuries, as well as conditions requiring hospitalization are beyond the scope of the Student Health Service and are referred to outside professional facilities. A medical examination and certificate of health are suggested for each entering student. There is a nominal charge for all medication and supplies dispensed from the Health Center. Health insurance is suggested for all full-time students if not already covered by another policy. Insurance can be purchased through the University at the Office of Student Affairs.

#### International Student Advisor

The International Student Advisor has the general responsibility for the welfare of all students attending the University on visas. Services provided include general counseling, housing, immigration matters such as re-entries, replacement of lost documents, change of status, transfers, extension of stay for practical training, etc. The International Student Advisor moderates the activities of the International Students Association.



## **Educational Development Center**

The purpose of the Educational Development Center is to enrich the student's academic experience and to increase his or her efficiency in dealing with the demands of an academic community. The following counseling and supportive services are provided to meet student needs:

### **A. Counseling Center—Room 303, Serra Hall**

Adjustment to college life is vital to academic success. To assist in this adjustment, professional psychologists and counselors offer individual and group counseling and psychotherapy to students with academic, vocational and personal/social issues and concerns.

Particular academic counseling and advisement assistance is available to students undecided about an academic major, contemplating a change in major, transferring from another school or students on probation.

A psychological self-help lending library is available to all students.

Assessment activities include the administration of Miller Analogies Test (MAT), required by some graduate schools for admissions; study skills inventories, and personality inventories in conjunction with counseling.

### **B. Career Counseling and Placement Services—Room 300, Serra Hall**

The Career Counseling and Placement Center offers services to currently enrolled students and alumni. Individual and group assistance in career planning is provided with an emphasis on assessment of personal interests, values and skills. Placement services include workshops on resume preparation and interviewing skills, assistance with job search strategies and on-campus interview opportunities. Available in the Career Library is information on career options, internships and current job openings. The Center also offers to maintain placement files for students.

## **Educational Opportunity Program (EOP)**

The Educational Opportunity Program at the University of San Diego is designed to assist the following types of students:

Those of all races, creeds, and colors, who are regularly admitted with full academic standing but who are financially unable to meet tuition and fees. Those of all races, creeds and colors who fall under the 4% rule. The faculty has approved a plan similar to that of other colleges and universities whereby 4% of the new freshmen and transfer students each year may be students whose high school records show achievement less than that required of those regularly admitted. In these cases, additional information is obtained concerning the student's motivation and the contributing factors to past academic performance. This information is presented to the EOP Committee which recommends 4% admissions.

The Educational Opportunity Program is designed to assist students by providing the following services:

- a. Recruitment and counseling on high school and community college campuses.

- b. Assistance in making application to USD.
- c. Assistance in preparation of all financial aid applications.
- d. Assistance in preparing programs of study each semester.
- e. Free tutorial assistance.
- f. Free counseling assistance.

Interested persons should contact

The Educational Opportunity Program  
Founders Hall  
The University of San Diego  
Alcalá Park  
San Diego, California 92110

Information is available by phone during regular business hours.

## ADMISSION

Admission to the University of San Diego is based upon evidence of the applicant's fitness to succeed in and profit by the college work here. Consideration is given to past performance, test scores, recommendations, a personal essay, and any other information the candidate may choose to provide. While not required, a personal visit to the campus is strongly recommended.

### ADMISSION TO FRESHMAN STANDING

Admission to freshman standing is based on the following factors:

1. Performance in secondary school. Applicants are expected to present a well-balanced secondary school program of at least four academic subjects each year (including college preparatory courses in English, foreign language, mathematics, laboratory science, history and social science). Both the content of the program and the quality of the performance will be considered.
2. Scores on the Scholastic Aptitude Test of the College Entrance Examination Board (SAT). Students should plan to take this test in their junior year, early in their senior year, or at least 9 months prior to their planned enrollment. ACT test scores from the American College Testing Service are acceptable from out-of-state students only.
3. Academic recommendation from high school faculty.
4. Personal essay.

### Early Admission

Some students of superior academic achievement and promise require less than the usual four years of high school to prepare for college. A superior student who has completed the required 16 academic subjects in less than eight semesters may apply for admission. Early admission candidates take the Scholastic Aptitude Test during their junior year.



## **Advanced Placement and Credit**

### **Advanced Placement (AP)**

Advanced placement college credit may be granted for advanced placement courses taken in secondary schools, when such courses are completed with scores of 3, 4, or 5 on appropriate Advanced Placement Tests given by the College Entrance Examination Board. (A score of 4 or 5 must be earned on the English test.)

### **Credit for Advanced Work**

Students who have been given the opportunity by their secondary schools to take college courses prior to high school graduation will be given college credit when such courses were taken after the junior year and not required to meet high school graduation requirements. The purpose of advanced placement and credit is to recognize advanced work of quality already accomplished by certain students, to preclude duplication of courses, and to provide increased opportunity for the exceptional student to take elective work in his or her undergraduate program.

### **College-Level Examination Program (CLEP).**

College credit may also be granted, within certain limitations, for the General and Subject examinations offered through the College-Level Examination Program (CLEP) of the College Entrance Examination Board when satisfactory scores have been earned.

## **ADMISSION TO ADVANCED STANDING**

The University normally accepts transfer students from other colleges and universities who were admissible to the University as freshmen and present a strong record in their previous college work.

Candidates who were not eligible for admission to the University as freshmen will be considered if they present a balanced academic program of at least twenty-four units of transferable academic work with a strong record.

Candidates seeking readmission to the University must meet the same admissions requirements as transfer students.

Candidates for advanced standing, in addition to the application procedures listed, must present official transcripts of all college work attempted and a letter of recommendation from the previous college.

Transfer credit is officially evaluated by the Dean of Arts and Sciences following the student's acceptance and submission of commitment deposit. **No official evaluation can be made before that time.**

## **APPLICATION PROCEDURES**

1. A candidate should procure the Application for Admission from the Office of Admissions and return the completed form with the fee of \$35.00 (not refundable).
2. A candidate should ask the Registrar of the high school (and college, if any), to send the official transcripts of credits to the University at the end of the sixth or seventh semester of high school. Definitive acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.

3. Reports of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board should be forwarded to the University at the request of the student. Out-of-state students may forward ACT results.
4. The applicant should arrange to have sent directly to the University the recommendations as indicated on the Application for Admission form.
5. Early Action consideration is available to academically superior freshman candidates completing application before December 15th. When appropriate, candidates not selected for Early Action will be referred to the Regular Admissions process.
6. When the above data are filed, the Committee on Admissions will inform the student of the action taken on the application, according to the calendar published in the "Undergraduate Perspective."
7. Admitted candidates are required to send a commitment deposit before the deadline noted in their letter of acceptance. Commuting students should send a \$100.00 deposit and resident students should send a \$250.00 deposit and room reservation fee.
8. The University observes the announced Candidate's Reply Date set by the College Entrance Examination Board. This means that candidates who have been informed of their acceptance in the University are not asked to make any non-refundable deposit prior to May 1.
9. Admitted students will receive information concerning orientation in midsummer.
10. Incoming students are encouraged to write, telephone, or visit if they wish to have questions clarified.

## INFORMATION FOR INTERNATIONAL STUDENTS

The University of San Diego welcomes international students who can demonstrate their ability to undertake college work with profit in the United States.

Applicants for admission from foreign countries must give evidence of eligibility for college entrance by furnishing official records covering all secondary and collegiate work and academic and personal recommendations. All non-English records must be translated to English and certified true by the school, a consulate official, or an official translator. Evaluation of foreign transcripts often requires several weeks. Students presenting such transcripts are therefore urged to have them forwarded as early as possible.

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, Princeton, New Jersey 08540. The Scholastic Aptitude Test (SAT) is required of all freshman applicants and all transfer applicants living outside the United States. The test is administered throughout the year around the world. To obtain registration materials, write College Board ATP, Box 592, Princeton, New Jersey 08541. It is the responsibility of the international student to see that all credentials for admission to the fall semester are received by November 1. The last TOEFL test dates to meet the deadlines are March for the fall semester and October for the spring semester.

All international students accepted at the University must provide for their financial support from non-university sources. They must submit adequate proof of financial responsibility for all obligations for the full



period of time for which they are making application. Accepted resident students should send a tuition deposit and room reservation fee of \$250.00 and commuting students should send a tuition deposit of \$100.00 when accepted. These non-refundable deposits are credited to the student's account. No evaluation of a student's academic status or registration information can be sent until the receipt of the deposit.

USD is authorized under Federal law to enroll non-immigrant alien students. The applicant must be accepted as a full-time student working toward a degree before he or she is eligible for an Immigration Form I-20. The I-20 will be sent to the student upon receipt of an affidavit of support indicating the amount and source(s) of finances, and a commitment deposit.

### **VETERANS CERTIFICATE OF ELIGIBILITY**

A Certificate of Eligibility is required for each entering veteran and/or surviving dependent of a veteran. Any person entitled to enroll under any Public Law must present a Certificate of Eligibility from the proper veterans authority in order that the University can certify to the Veterans Administration that he or she has entered into training. For further information, contact your local Veterans Administration Office or the Registrar's Office.



# **UNIVERSITY OF SAN DIEGO** **1988-1989 EXPENSES FOR UNDERGRADUATES**

APPLICATION FEE*, payable when application is made for admission. It must be paid by all students .....	\$ 35.00
TUITION, 1988-1989: 1-13 units, per unit .....	290.00
14-17 units, per semester .....	4235.00
Over 17 units, per additional unit .....	290.00
TUITION for 1989-1990 has not been determined. It is expected to increase.	
INCENTIVE TUITION is 50% of the per unit rate and is applicable to units in excess of any required for graduation if all graduation requirements are completed or currently in progress and the student is registered for 12 or more units at the regular rate. 1988-1989 .....	145.00
ASSOCIATED STUDENTS FEE	
12 units or more, per semester .....	40.00
7-11 units, per semester .....	15.00
3-6 units, per semester** .....	5.00
DEPOSIT	
Advance tuition deposit for new commuter students (non-refundable) .....	100.00
Advance tuition and room deposit for new resident students (non-refundable) .....	250.00
Advance room deposit for returning resident students (non-refundable) .....	150.00
Damage/cleaning deposit for resident students (due at registration) .....	100.00

## **ROOM AND BOARD, 1988-1989\*\*\***

There are several different plans available. Room and board may vary between \$1800 and \$3050 per semester depending upon accommodations and/or meal plan.

Residents must be currently enrolled fulltime students at the University of San Diego (and making normal progress toward completion of a degree) during the period of occupancy. All unmarried freshman students under 21 years of age not commuting from the home of their parent(s) or legal guardian must live in University housing. Exceptions to these policies will be considered by the Housing Office, but must be requested by letter and approved prior to the start of the semester (i.e., prior to checking into the hall or to making permanent plans to live off-campus.)

AUDITING, one-half the regular per unit tuition charge.

## **SPECIAL FEES**

Vehicle Registration Fee, per year .....	\$ 25.00
Late Registration Fee .....	60.00

\* Application fee may be waived where there is evidence of exceptional financial need.

\*\* Optional for students enrolling for fewer than 3 units.

\*\*\* 1989-1990 fees for Room and Board have not yet been determined.



Change of Program Fee .....	5.00
Credential Program, Field experience per unit .....	5.00
per course fee additional .....	2.00
Credit by examination: one-half the regular per unit tuition charge .....	5.00-25.00
Special examination .....	200.00
Music, applied lessons, per semester (payable at registration) .....	1.00
Transcripts, first one free, each thereafter .....	
Transcripts will not be released with an outstanding balance owing. ....	10.00
Returned check charge .....	

**REFUND POLICY:** Fees and Deposits (except damage/cleaning deposit) are not refundable. Refunds are calculated as of the date the student presents the official withdrawal slip at the Office of the Registrar. See Academic Calendar for dates.

First week of classes.....	100% refund, per unit
Second week of classes.....	80% refund, per unit
Third through fifth week of classes.....	50% refund, per unit
After fifth week.....	NO REFUND

**ROOM & BOARD REFUND POLICY:** The University will adhere to the following schedule for the refunding of housing and dining service fees for residents officially withdrawing from the University during either academic term regardless of reason. The effective date for any housing and dining service refund will be the date that the resident officially checks out of his/her room and surrenders his/her meal plan, whichever is later.

First through second week of classes .....	80% refund
Third through fifth week of classes.....	50% refund
After fifth week.....	NO REFUND

At the end of the academic year, the damage/cleaning deposit may be refunded in full if no damage/cleaning has been charged against it, or in part according to the amount of damage/cleaning charged; it will be carried over to the next year if the student will return to the residence hall the following September.

A student who feels that his or her individual case warrants an exception to policy should consult the Director of Housing in the case of room and board refunds, or the Dean of the appropriate School or College with regard to other refunds.

## REGISTRATION AND FEE PAYMENT POLICY

Class registration is not officially completed until all tuition, housing, and fees are paid, except for those students who have prearranged to adopt the University's monthly installment plan described below. Classes reserved through pre-registration may be cancelled if the student does not complete fee payment by the assigned fee payment date in September and January for the respective Fall and Spring semesters. (See Academic Calendar for specific dates.) There is a \$60.00 late registration fee charged to all students that do not complete fee payment by the last day of registration. Accounts paid by a check which is returned by the bank uncollected are not considered paid.

**NOTE** to students on the monthly installment plan:

Installment payments must be current throughout the contract life; if not current, the University reserves the right to cancel the pre-registration and/or registration and room and board arrangements. If scheduled installment payments are not current by the assigned registration and fee payment days, the \$60.00 late registration fee must be paid to complete the registration and fee payment process.

## **REGISTRATION AND FEE PAYMENT PROCEDURE**

Official registration occurs when the student:

1. completes the class forms (pre-registration) supplied by the Office of the Registrar, and
2. pays the required tuition and fees at the Student Accounts Office except those who prearranged to adopt the University's monthly installment plan. Students may choose to complete the fee payment portion of registration conveniently by mailing their full payment to the University's Student Accounting Office prior to the deadline for in-mail fee payment identified on the statement of charges.

Dates, times, and location of pre-registration and fee payment are announced in advance by the offices of the Registrar and Student Accounts, respectively.

3. If a student has any estimated financial aid, a Guaranteed Student Loan or a Perkins Loan on their offer of financial assistance and these awards are needed to assist student in completing fee payment, the student must make arrangements with Student Accounts Office on the registration and fee payment days. Failure to do so will subject student to a \$60.00 late registration fee.

## **PAYMENT PLANS**

### **PREPAYMENT PLANS**

The Prepayment Plan, which currently allows a discount of 6% per annum (1/2% per month) for payment in advance of all actual tuition, room and board, and fees, operates according to the following guidelines:

- The University reserves the right to change the discount rate.
- You prepay for the entire academic year, or for Fall or Spring semester separately. Only one academic year may be paid in advance.
- July 1 is the last day to prepay and receive a discount for the Fall semester; December 1 for the Spring semester.
- Amounts paid are refundable in full prior to first day of class for the Fall and Spring semesters, respectively. Subsequent to those dates, amounts due the University are governed by the University's published refund policy.
- If the student opting for the prepayment plan is unsure of the number of units to be taken, a semester average of 14-17 units should be used to



compute tuition costs. Housing estimates should be based on double occupancy in San Dimas. Payment adjustments for deviations from average amounts will be made within a reasonable time after actual charges are determined.

## MONTHLY INSTALLMENT PLAN

The monthly Installment Plan allows for payment in five or ten installments covering estimated expenses for either or both the Fall and/or Spring semester. Both the five and ten payment installment plans have a \$50 administrative charge which is payable when submitting the application/worksheet to the Student Accounts office.

The monthly installment plan operates according to the following guidelines:

- The student account balance with the University must not be delinquent and prior semester charges should have been paid on a current basis to be considered for the Installment Contract.
- An application/worksheet for the ten payment or five payment plan for the Fall semester must be received by the Student Accounts office no later than June 1 to be eligible. The deadline for applications for the Spring semester five payment plan is November 1. A plan is available for those new students whose commitments to the University occur after the respective deadlines.
- Payments begin on July 1 for the full year/Fall semester plans and on December 1 for the Spring semester plan.
- Formal application for the five or ten installment plan must be made for each new academic year or semester.
- Adjustments are made to remaining contract payments as actual versus estimated charges and/or credits occur. Charges for various fines, citations, or other non-contractual charges are payable immediately and are not deferred over any remaining installment period.
- In the event of a contract default, U.S.D. may refuse the student or contract buyer a subsequent retail installment contract.
- All payments which are due on the first of the month throughout the contract life must be current. If a student's installment plan is not kept current, the University reserves the right to cancel the student's pre-registration and/or registration and room and board arrangements.
- Tuition, room and board payments received are refundable in accordance with the University's published refund policy.

NOTE: If the student's actual charges exceed the estimated amounts prepaid or financed on the installment plan, the student is responsible for paying any such amounts.

Additional information on the payment plans is available from the Installment Contract clerks in the Student Accounts office (619) 260-4561.

Worksheet/Application forms for the Installment Payment Plan may be obtained from the Student Accounts office, University of San Diego, Alcalá Park, San Diego, CA 92110.

## FINANCIAL AID

The primary purpose of the financial aid program at the University of San Diego is to provide financial assistance to students who, without such aid, would be unable to attend the University. Financial assistance consists of scholarships, grants, loans and employment.

The primary responsibility for financing an education rests upon the student's family. Financial aid from the University is viewed only as a supplement to funds which can be provided by the student, the student's family, and other sources. Students requesting financial assistance may be expected to meet a portion of their educational expenses by accepting employment, or a loan, or both. Because Financial Aid funds are limited, need is the primary consideration in awarding aid. For certain scholarships, consideration is given to the applicant's academic achievement, character, and promise. Students requesting financial assistance from USD resources must also complete the necessary applications for both federally funded Pell Grants and for scholarships and grants funded by their home states.

A financial aid package is designed to meet the financial needs of each individual student. Each package may consist of monies from one or more programs and may range from \$200 to \$14,000 depending on established need and/or merit.

### Eligibility Requirements

1. The student must be officially accepted by the Office of Admissions, as at least a half-time student, and maintain satisfactory academic progress as defined in the 'Understanding Your Offer of Financial Assistance' brochure, available in the Financial Aid Office.
2. The student must be able to demonstrate financial need and/or qualify for scholarship consideration by filing an aid application with the College Scholarship Service (SAAC).
3. The student must be a United States Citizen or Eligible Non-Citizen.
4. Financial aid applicants must be aware that certain financial aid programs are designed to assist students who complete their degree work in a normal four year period. Those who elect or require any additional period of time will have to rely more heavily on self-help assistance in the form of work and loans.

### Application Procedure

1. Each student must file directly with the College Scholarship Service (CSS) the *Student Aid Application for California* (SAAC). This form is available from high school and community college counselors, the California Student Aid Commission, or upon request from USD's Financial Aid Office (FAO). Out of state students may use the Financial Aid Form (FAF).
2. When required by federal law and upon request from the Financial Aid Office, it will be necessary for you to submit a copy of the parents'/ student's latest federal income tax return.



3. These procedures should be followed by all students applying for any of the following listed programs except USD Payment Plans, veteran's assistance or social security.
4. All forms should be received by the FAO before the priority deadline dates listed in the Academic Calendar in order to receive priority in the awarding of available funds.
5. Students must follow these procedures each year in reapplying for renewal of their aid.
6. NOTE: The GPA considered for scholarship renewal is the cumulative GPA provided to the Financial Aid Office by the Registrar, calculated through the end of the previous January Intersession.

## **SCHOLARSHIPS AND GRANTS**

### **Merit Awards**

The University of San Diego has established the following scholarship programs based on merit:

#### **Trustee Scholars**

A limited number of Trustee Scholars are designated in the name of the University of San Diego Trustees. To be eligible for consideration, freshman applicants must have achieved a 3.8 grade point average in high school academic subjects and high SAT scores. Trustee Scholars' awards may also be combined with other forms of university and outside financial aid for students with demonstrated need. These non-cash awards may be for four years, contingent upon maintenance of a GPA of 3.45 or higher.

#### **Presidential Scholars**

A limited number of Presidential Scholars are designated in the name of the President of the University of San Diego. To be eligible for consideration, freshman applicants must have achieved a 3.6 grade point average in high school academic subjects and strong SAT scores. Presidential Scholars' awards may also be combined with other forms of University and outside financial aid for students with demonstrated need. These non-cash awards may be for four years, contingent upon maintenance of a GPA of 3.25 or higher.

### **University of San Diego Scholarships**

University of San Diego Scholarships are awarded to both new and continuing full time students. Freshmen awards are based on SAT/ACT scores, demonstrated scholastic achievement, and a need for financial assistance. Transfer and continuing student awards are based on demonstrated financial need and/or scholastic achievement.

Scholarships range from several hundred to several thousands of dollars, and are renewable each year provided that the student's overall grade point average equals University competitive scholarship standards among USD's continuing students. (Note: The GPA considered for scholarship renewal is

the cumulative GPA provided to the Financial Aid Office by the Registrar, calculated through the end of the previous January Intersession.)

### **University of San Diego Grants**

These funds are grants sponsored by the University of San Diego and are earmarked for students of high documented need.

They range from \$200 to one half the cost of tuition each year and are available to any student meeting the specified criteria.

### **Bishop Maher Catholic Leadership Scholarships**

This program, made available by Bishop Leo T. Maher, provides annually renewable scholarships to Catholic undergraduate students who have demonstrated leadership in their parish, school, or community. The awards range from \$200 to approximately \$1000 per year, depending on the financial need, academic performance and demonstrated leadership of the applicant.

In addition to the regular financial aid application forms described above, a special Catholic Leadership Scholarship Application, a letter from the applicant and a letter of recommendation from the student's parish priest are required. These application forms are available upon request from USD's Admissions Counselors or the Financial Aid Office.

### **Duchesne Scholarship Program**

The University of San Diego, through the School of Education, has instituted a minority teacher scholarship program to help meet the need for qualified minority teachers in elementary and secondary public and private schools.

The University will award scholarships annually to incoming and continuing students. The amount of the scholarship is variable up to \$3,000 depending on the financial need of the recipient. Freshman applicants must have a high school grade point average of at least 3.0 in academic subjects and acceptable SAT scores. Transfer students must have a minimum 2.8 grade point average based on at least 24 academic units.

### **California State Scholarships (Cal Grants)**

The State of California awards a number of tuition and fees scholarships each year to students who are legal residents of the state of California and have demonstrated academic achievement and financial need.

The University of San Diego requests that all students who qualify as California residents under California law apply for this State grant. To be selected, the student must file the Student Aid Application for California requesting that a copy be sent to the California Student Aid Commission. Application forms are available from the Commission, high school and community college counselors, and financial aid offices. **The deadline for submitting all the necessary forms is announced each year by the California Student Aid Commission.**



### **Supplemental Educational Opportunity Grant**

Undergraduate students with exceptional financial need who otherwise could not attend the University of San Diego are eligible. These are federal grants and range from \$200 to approximately \$1500 per academic year. This grant is usually matched by other financial aid in the form of a scholarship, grant, loan, or University-provided part-time employment. Eligibility is determined and awards are made by the Financial Aid Office.

### **Pell Grant**

The Pell Grant Program is a federal aid program to assist undergraduate students with financial need. Students apply directly to the government by filing the SAAC or the FAF. The Pell Grant Office will send you a "Student Aid Report" which you must submit to the Financial Aid Office before you may receive your award.

### **Bureau of Indian Affairs Grants**

The United States Government, through the Bureau of Indian Affairs, provides annual scholarship grants to Native American students to encourage them to attend institutions of higher learning. Eligibility is dependent upon certain established criteria. Recipients must be one-quarter or more American Indian. Financial need and scholastic ability are also considered.

Interested Native American students should contact the area or agency office having records of their tribal membership. That office will provide the necessary application forms and information. The amount of the award varies and is based on unmet financial need.

### **PRIVATE SCHOLARSHIPS AND GRANTS**

The University of San Diego receives additional monies from outside sources to provide various financial grants to selected students in the name of the donor. In addition to meeting the USD Scholarship criteria, qualifications and requirements may vary from program to program and are usually stipulated by the donor. Information regarding GPA criteria is available in the Financial Aid Office. **Students will automatically be considered for any of the below listed scholarships for which they are eligible by simply completing the previously outlined USD application procedures.**

### **ANNUAL SCHOLARSHIPS**

**Ahmanson Foundation Scholarship**  
**Arizona Alumnae of the Sacred Heart Scholarship**  
**Bank of America Scholarship**  
**Peter and Bruce Bidstrup Scholarship**  
**Sister Mariella Bremner Scholarship**  
**Dr. Gilbert Brown, Jr. Scholarship**  
**Chevron Merit Award**  
**Choconas Memorial Scholarship**  
**Copley Newspapers Scholarships**  
**Fleet Foundation Scholarships**  
**Fluor Independent Colleges Scholarship**

Ford Silsby Head Injury Education Fund  
 General Telephone of California Scholarships  
 Catherine B. Ghio Scholarship  
 Leon S. Heseman Scholarships  
 Lone Mountain Scholarships  
 Los Angeles Alumnae of the Sacred Heart Scholarship  
 George H. Mayr Educational Foundation Scholarships  
 Mother Theresa Scholarship  
 Mary Anne Reynolds Scholarship  
 San Diego Alumnae of the Sacred Heart  
 San Felipe Del Rio Scholarship  
 Dr. Scholl Foundation Scholarships  
 Tenneco, Inc., Independent Colleges Scholarships  
 Unocal Scholarship  
 USD Auxiliary Scholarships  
 USD Parents Association Scholarship

## ENDOWED SCHOLARSHIPS

The following donors have endowed the University with funds which provide for scholarships to be awarded annually for the life of the University. The criteria vary and are established by the donor.

Arcaro Scholarship  
 Kathryn Grady Atwood Memorial Scholarship  
 Dr. and Mrs. Manuel Barba Scholarship  
 Boyce Family Scholarship  
 Mary Delafield Carter Scholarship  
 Theia Cascio Scholarship  
 James and Katherine Colachis Scholarship Fund  
 John F. Connolly Scholarship  
 Helene S. Corcoran Scholarship  
 Dalton Scholarship Fund  
 Emil Ghio Scholarship Fund  
 W.R. Grace Scholarship Fund  
 Hahn Foundation Scholarships  
 Hearst Foundation Scholarship  
 Bob Hope Leadership Scholarship  
 Elsie Leith Memorial Scholarships  
 \*Bishop Maher Scholarships  
 \*Manchester Endowment  
 Mr. and Mrs. Edward J. Mehren Scholarships  
 Neilsen Family Scholarship  
 Chester Pagni Outstanding Student Service Award  
 Irene Sabelberg Palmer Scholarships  
 Reardon/Goode Scholarship  
 Leo Roon Leadership Scholarship  
 \*Irving Salomon Political Science Scholarships  
 \*Forrest N. and Patricia K. Shumway Scholarship Fund  
 \*Spain Family Scholarship

\*Special application required



- \*Special Education Scholarship
- \*Anne Swanke Memorial Scholarship
- \*USD Founders Scholarship

## OTHER MAJOR DONORS WHO CONTRIBUTE SCHOLARSHIPS TO USD STUDENTS

The following scholarships are made available to USD students from other major donors. Additional applications and/or interviews are required for consideration. For more specific information contact the Financial Aid Office.

- Jack L. Adams Scholarship Funds
  - General Robert H. Barrow Scholarship
  - General James L. Day Scholarship
  - General Kenneth Houghton Scholarship
  - General Wesley H. Rice Scholarship
  - General and Mrs. Lemuel C. Sheperd, Jr. Scholarship
- Avery International Scholarships
- Fr. Benjamin Carrier Memorial Scholarship
- Christian Ministry Scholarship
- Colorado Alumnae of the Sacred Heart Scholarship
- Kiwanis Foundation Scholarships
- Jeanne Lawrence Scholarship Fund
- Morgan Estate Scholarship
- Ralph Parsons Memorial Scholarship
- Sr. M. Aimee Rossi Music Scholarships
- San Diego County Citizens' Scholarship Foundation Awards
- Julia Wilkinson Scholarship

In addition to the above named University of San Diego Scholarships, additional sources of funds are available. Many companies offer scholarships to the sons and daughters of their employees. Fraternal organizations, such as the Elks or Rotary International, have been instrumental in assisting students meet the cost of education. The Financial Aid Office has reference books listing a variety of scholarships, grants or loans available from private organizations. A student may schedule an appointment to use these resources by contacting the Financial Aid Office at 260-4514.

## LOANS

### California Guaranteed Student Loan Program

Freshman and Sophomore students may borrow up to \$2625 per year and Junior and Senior students may borrow up to \$4000 per year. Repayment and interest will begin six months after the borrower ceases to be at least a half-time student.

### California Loans to Assist Students

CLAS loans are guaranteed by the California Student Aid Commission and may provide up to \$4000 per year to independent students and parents of undergraduate dependent students. Unlike the GSL, a CLAS loan goes into repayment 60 days after the loan is made. However, the favorable interest

rate (varying from 9% to 12%) makes CLAS an attractive alternative for parents and students seeking financial assistance to meet their educational expenses.

### **Perkins Loan**

The Perkins Loan is a federal program providing long-term low-interest (5%) loans to undergraduate and graduate students who have demonstrated financial need. Students may borrow up to \$4500 for the first two years and up to \$9000 for their undergraduate program. Interest begins to accrue six months after the borrower ceases to be at least a half-time student.

Perkins Loan funds are limited and are normally only awarded when other sources of assistance are unavailable.

### **Emergency Student Loan Program**

Emergency student loans, on a short term basis, are available from the Office of Financial Aid for students during the Fall and Spring semesters beginning two weeks after the start of each semester.

### **Gulf Oil Corporation Student Loan Fund Programs**

The Gulf Oil Corporation has provided the University of San Diego with funds to be used for low-interest loans. This program is designed to make it possible for students who, because of personal, financial or related circumstances, are unable to secure adequate help through normal scholarship, work, or loan channels. Repayment of the loan must be made within five years after graduation. Further details are available from the Financial Aid Office.

### **Marian Hubbard Loan Fund**

Mrs. George Hubbard has established this low-interest loan fund to benefit students enrolled at the Philip Y. Hahn School of Nursing.

### **USD Trust Loan**

The Weingart Foundation has provided the University of San Diego with funds to be used for zero-interest, long-term loans to help students meet the cost of education at USD. Recipients must be Sophomores, Juniors, or Seniors, and graduates of a Southern California high school. Priority is given to those demonstrating a specific academic standard as determined by the University.

## **EMPLOYMENT**

### **College Work-Study Program**

Funds are available for this program through cooperation of the Federal Government and the University of San Diego. Employment, both on and off-campus, is provided for students in need of financial assistance, and is oriented, whenever possible, to the student's educational objectives. Employment averages 15 hours per academic week, with as much as 40 hours per week during vacation periods.



## **College Work-Opportunity Program**

In addition to the Federal Work-Study Program the University offers a limited number of job opportunities to students who do not otherwise qualify for federally subsidized programs.

## **Off-Campus Employment Service**

The University of San Diego also assists students in finding off-campus employment not directly related to the institution. Weekend or part-time employment within the San Diego metropolitan area with business, industry, or commerce may be obtained. Job referrals and further details are posted on the Student Part-Time Job Board of the Student Employment Center.

## **VETERAN ASSISTANCE**

Information is available in the Office of the Registrar.

## **VOCATIONAL REHABILITATION SERVICES**

Students who have a physical, emotional, or other disability which handicaps them vocationally may be eligible for the services of the State Department of Rehabilitation. These services include vocational counseling and guidance, training (with payment of costs such as books, fees, tuition, etc.) and job placement. Under certain circumstances students may also qualify for help with medical needs, living expenses, and transportation.

Appointments may be made with a rehabilitation counselor by contacting the State Department of Rehabilitation at the San Diego District Office, 1350 Front Street, San Diego, California 92101.

## **DEADLINES**

Most aid "packages" consist of funds drawn from several sources — Federal, State, and Institutional. Changes in application forms and deadlines occur almost every year. Stay in touch with your high school or Financial Aid Counselor and apply for everything for which you are eligible. Do not miss any deadlines. Currently they are:

**MARCH 1 — DATE BY WHICH FORMS FOR FRESHMEN AND TRANSFER STUDENTS SHOULD BE RECEIVED BY THE COLLEGE SCHOLARSHIP SERVICE (CSS) IN ORDER TO RECEIVE PRIORITY IN THE AWARDING OF AVAILABLE USD FUNDS.**

**MARCH 2 — DEADLINE TO APPLY FOR CALIFORNIA STATE GRANTS.**

**APRIL 1 — DATE BY WHICH FORMS FOR CONTINUING STUDENTS SHOULD BE RECEIVED BY THE COLLEGE SCHOLARSHIP SERVICE (CSS) IN ORDER TO RECEIVE PRIORITY IN THE AWARDING OF AVAILABLE USD FUNDS.**

## **STUDENT COSTS AND BUDGETS**

Please refer to the Financial Aid budget leaflets available from the USD Financial Aid Office.

## MAJORS AND MINORS

MAJORS: Undergraduate major programs are offered in:

Accounting	Hispanic/Latin American Studies
American Studies	Interdisciplinary Humanities
Anthropology	International Relations
Art	Marine Sciences
Behavioral Science	Mathematics
Biology	Music
Business Administration	Non-Western Studies
Business Economics	Nursing
Chemistry	Ocean Studies
Communication Studies	Philosophy
Computer Science	Physics
Diversified Liberal Arts	Political Science
Economics	Psychology
Electrical Engineering	Religious Studies
English	Sociology
European Studies	Spanish
French	
History	

MINORS: The University of San Diego offers Undergraduate minor programs in all the above majors except Diversified Liberal Arts and Electrical Engineering. Minors are also offered in:

Art History	Library Science
Environmental Studies	Native American Studies
German	Physical Education
Information Science	Special Education
Italian	Studio Arts
Leadership	Theatre Arts

Coursework preparing students for professional programs is available for the following fields:

Dentistry	Optometry
Education	Pharmacy
Engineering	Public Administration
Foreign Service	Veterinary Medicine
Law	Psychology
Medicine	Veterinary Medicine

CREDENTIAL PROGRAMS are offered in:

Multiple Subjects	Bilingual Specialist
Single Subject	Community College Counselor
Pupil Personnel Services	Community College Student Personnel
Special Education	Administrative Services



**GRADUATE:** The University of San Diego offers programs of study leading to the Master's degree in:

Business Administration	Dramatic Arts
Education:	History
Counselor Education	International Relations
Curriculum & Instruction	Marine Sciences
Educational	Nursing
Administration	Ocean Studies
Special Education	Practical Theology
English	Spanish

A program of study leading to the doctoral degree is offered in Education and Nursing.

### **HONORS PROGRAM**

The Honors Program is designed to provide students of superior ability and accomplishment with the challenges and opportunities which will allow them to realize their potential more fully. The program emphasizes teaching excellence, small classes, and a core curriculum of innovative and exciting courses. Honors students have numerous opportunities for individual counselling and discussions with honors faculty.

In the freshman year, incoming honors students enroll in an Honors preceptorial in the fall semester, and an honors section of a lower-division general education course in the spring. During their sophomore and junior years, honors students enroll in at least two upper-division, team-taught, interdisciplinary courses. These courses, which change yearly, represent the Honors Core Curriculum. In the senior year, students in the Honors Program work on an independent research project in the fall semester and, in their final semester, participate in a senior honors colloquium in which they share the results of their research with fellow honors students and the honors faculty.

Additional information about the Honors Program may be obtained by writing to:

Chair of the Honors Program Committee  
University of San Diego  
Alcalá Park  
San Diego, California 92110

### **FOREIGN STUDY PROGRAMS**

#### **Summer Program in Guadalajara, Mexico**

In cooperation with the Colegio Anahuac of Guadalajara, the University of San Diego conducts a five-week summer session in Guadalajara, Mexico.

Course offerings include Spanish language at all levels, Mexican and Spanish literature, art, sociology, psychology, anthropology, history, political science, and cross-cultural studies. Instruction is in both English and Spanish.

Students live with carefully selected Mexican host families. The summer's experience includes planned and supervised tours and excursions. Concerts and special lectures are part of the cultural program. Folk dancing, guitar, and art classes are available as extra-curricular activity.

Four tuition scholarships for the program are awarded to worthy Mexican-American students under the auspices of the Summer Session in Guadalajara.

For further information, write to:

USD in Guadalajara  
University of San Diego  
San Diego, California 92110

Admission to the USD Summer Session in Guadalajara does not imply admission to the University of San Diego.

### **Program in Florence, Italy**

Qualified USD sophomores and juniors may study for either one or two semesters at the "Scuola Lorenzo de' Medici" in Florence, Italy. This USD-affiliated program centers around intensive study in Italian language; a full course load can also include work in Italian literature, history, music and society, as well as in art history and studio art—the last two subjects offered at the Art Institute of Florence.

Students with a cumulative GPA of 3.0 or higher may apply to participate in this program. Only students who have been formally approved by USD for enrollment in the program may earn University of San Diego credit for their coursework. Further information can be obtained from the Florence Program Coordinator or from the Office for Foreign Study Programs.

### **Programs in Aix-en-Provence, Toulon, and Avignon, France**

By association with the Institute for American Universities (IAU) USD offers a choice of French study programs at three locations: Avignon, Aix-en-Provence and Toulon. All three cities are situated in southern France near the Riviera. The area abounds in historical, cultural, and artistic treasures, from Roman and medieval eras to more recent times, with works of Impressionist and early Modern painters represented in local museums. Paris is a mere four hours away with the TGV (Train à Grande Vitesse).

The Avignon and Toulon programs, where all courses are taught in French, demand a good background in the language; the equivalent of at least two years in college. The former, housed in a renovated 14th century chapel, meets more specifically the needs of French majors while the latter would appeal to Business majors and prospective law students. In Aix-en-Provence, where the program is located in a restored 17th century chapel, French is a prerequisite, but students with less background in French may attend. The curriculum includes two French courses per semester, with the balance to be chosen among an array of offerings, both in French and English, that can meet USD general requirements in a variety of disciplines.



At all three sites, qualified students may attend the local French University. Recommended housing, arranged by IAU, is with French families, but independent housing is also available.

For more information, please contact the Chair, Department of Foreign Languages and Literatures or the Office for Foreign Study Programs.

### **Programs in Oxford, England**

The University of San Diego maintains two Study Programs in Oxford, England, for which qualified students may enroll for either one semester or a full academic year. The Programs are offered by special arrangement with St. Clare's Hall and with the Centre for Medieval and Renaissance Studies. Both are private institutions of higher education located in the city of Oxford. The Oxford Study Programs, open to all University of San Diego students, are primarily focused in the humanities and social sciences. Only students who have been formally approved by USD for enrollment in either program may earn University of San Diego credit for their coursework. Students intending to participate in either Program should have attained Sophomore or Junior standing and have an overall grade point average of 3.00. Information regarding tuition, fees and lodging arrangements can be obtained from the Oxford Program Coordinator or from the Office for Foreign Study Programs.

### **Program in Toledo, Spain**

The University of San Diego, in cooperation with the José Ortega y Gasset Foundation Research Center for Iberian and Latin American Studies, offers a one semester or full year program in Toledo, Spain. The campus is housed in the San Juan de la Penitencia Residence, a fully renovated sixteenth-century convent located within walking distance from the center of Toledo. It is in the neighborhood of several major historic sites, including the home and museum of El Greco, and attracts students from Latin America as well as the U.S.

The academic program combines regular and research courses in Spanish language and literature, the humanities, and the social sciences, taught mainly in Spanish. Emphasis is also given to art history. Students intending to participate in the program should have attained Sophomore or Junior standing, completed Spanish 4 or its equivalent, and have an overall grade point average of 3.0. Information can be obtained from the Toledo Program Coordinator or from the Office for Foreign Study Programs.

### **Other Foreign Study**

USD undergraduates may also apply on their own to participate in other study-abroad programs which have been approved by, but are not affiliated with, the University of San Diego. Information and application instructions regarding such programs are available from the Chair, Committee of Foreign Study (Founders 108), or from the Office for Foreign Study Programs.

### **N.R.O.T.C.**

In the fall of 1981, the Secretary of the Navy announced the establishment of a joint Naval Reserve Officers Training Corps Program at the



University of San Diego and San Diego State University. The University of San Diego is the host institution for the administration of the NROTC unit.

The primary purpose of the NROTC Program is to educate qualified young men and women to serve as commissioned officers in the Navy and the Marine Corps. Students participating in the program lead essentially the same campus life as other undergraduates. They pursue academic studies leading to a bachelor's degree, and may participate in any extracurricular activities that do not interfere with their NROTC requirements.

### Programs

There are two types of NROTC programs, the Scholarship Program and the College Program. They differ primarily in benefits to the student and type of commission earned. The Scholarship Program provides a maximum of four years of university study largely at government expense, followed by a commission in the regular Navy or Marine Corps. The College Program leads to a commission in the Naval Reserve or Marine Corps Reserve.

#### Scholarship Students

**Four-year Scholarship Program** students are selected on the basis of a highly competitive annual national selection. Selectees are enlisted in the Naval Reserve, appointed midshipmen, USNR, and provided tuition, fees, and textbooks for four years at government expense. In addition, they receive subsistence pay and summer active duty pay which amounts to approximately \$1,300 each year. Navy Option students in the NROTC Scholarship Program are encouraged to pursue majors in engineering or in specific science fields (mathematics, chemistry, physics, or computer science), but many other fields of study leading to a baccalaureate degree are permitted. Marine Corps Option students may normally enroll in any four-year course of study leading to a bachelor's degree. All scholarship students participate in three summer cruise and training programs.

Upon graduation, students receive commissions as Ensigns in the regular Navy, or as Second Lieutenants in the regular Marine Corps after which they serve with the Navy or Marine Corps. The minimum period of active duty is four years, followed by four years inactive reserve status.

**Two-year Scholarship Program** students are selected through national competition. Applicants must be in their second year of college, and in good standing. Selectees for enrollment in this program attend the Naval Science Institute at Newport, Rhode Island, receiving instruction in naval science and drill, during July and August after their selection. Successful completion of the Naval Science Institute program qualifies students for enrollment in the advanced course of the NROTC program. They are provided tuition, fees, textbooks, and a subsistence allowance at government expense during their junior and senior years. Two-year scholarship students participate in a summer cruise between their junior and senior years.

Upon graduation, commission and service requirements are the same as for four-year scholarship students.

**Applications** for the scholarship program may be obtained from any NROTC Unit or Navy-Marine Corps Recruiting Office.



## College Program Students

The College Program is designed for freshmen who desire to qualify for a commission in the Naval or Marine Corps Reserve while pursuing normal courses of study. They have the status of civilians who have entered into contract with the Navy. They enlist in a component of the Naval Reserve and receive subsistence pay of \$100 each month during the last two academic years. In addition, they receive active duty pay during the required summer cruise, which normally takes place between the junior and senior years. Upon graduation, students receive commissions as Ensigns in the Naval Reserve, or as Second Lieutenants in the Marine Corps Reserve, and are ordered to active duty for three years and inactive reserve status for five years.

College Program students may compete each year for scholarships granted by the Chief of Naval Education and Training. If selected, they will be appointed to scholarship status with the attendant benefits and pay.

Further information on the College Program may be obtained from any NROTC Unit.

## Academic Requirements for Scholarship Students

To receive a commission, the NROTC scholarship student must complete all requirements for a bachelor's degree in accordance with University rules and regulations, as well as completing certain courses specified by the Navy. General requirements fall into two categories:

### 1. Naval Science requirements:

Freshman Year: Introduction to Naval Science (NS 011)

Naval Ships Systems I (NS 012)

Sophomore Year: Naval Ships Systems II (NS 021)

Seapower and Maritime Affairs (NS 022)

Junior Year: Navigation and Naval Operations I and II (NS 131 and NS 132)

Senior Year: Leadership and Management I and II (NS 141 and NS 142)

Marine Option students substitute NS 133 and NS 134 for junior and senior year courses.

### 2. Other courses required by U.S. Navy or USD:

Calculus (1 year)

Computer Science (1 semester)

Physics (calculus based) (1 year)

Technical electives: for students in non-technical majors one half of free elective courses must be in technical areas

English (1 year)

Modern Foreign Language (1 semester)

National Security Policy (Pol. Sci. 179) or equivalent

Armed Conflict in American Society (Hist. 173) or equivalent

See Naval Science course descriptions under Naval Science Department.

## R.O.T.C. PROGRAMS

Through an agreement with the Air Force and Army ROTC and San Diego State University, qualified students at the University of San Diego

may participate in the Air Force or Army ROTC program at San Diego State University. Certain courses at San Diego State University are applied toward graduation requirements at the University of San Diego for these students.

The program is conducted on campus at San Diego State University with the exception of the Field Training and the Flying Instruction Program. Summer training is required of all students during one summer.

Upon completion of the program and all requirements for a bachelor's degree, cadets are commissioned second lieutenants.

Students interested in the program should contact San Diego State University as early as possible in the sophomore year.

### **A.F.R.O.T.C.**

Qualified students at the University of San Diego may participate in the Air Force Reserve Officer Training Corps (AFROTC) program at San Diego State University. This program is designed to provide college men and women an opportunity to earn an Air Force commission while pursuing regular academic programs and earning a degree.

#### **Applying for the Program**

USD students enroll in the aerospace classes by signing up for these courses at the SDSU College of Extended Studies. There is no advance application needed for the freshman or sophomore (As 100/200) classes. The last two years of ROTC (As 300/400) lead to the commission as a second lieutenant and students must apply as early as possible during their sophomore year. The application process involves taking the Air Force Officer Qualification Test, a physical examination, and a personal interview. Veterans who can be commissioned by age 35 are also eligible for the program.

Further information about this program may be obtained from the AFROTC unit at San Diego State University (265-5545).

### **DIPLOMA PROGRAM IN RELIGIOUS EDUCATION**

The University of San Diego and the Diocese of San Diego offer a diploma program in Religious Education. The program carries extension credit through the University of San Diego. Completion of eight two-unit courses is required for the joint award of the diploma. The program is designed for those involved in providing religious education at any level as well as for any adults interested in furthering their own religious development. Courses are offered in the Fall, Winter, Spring and Summer at locations throughout the Diocese. Registration and information is handled by the Diocesan Office of Catechetical Ministry, Diploma Program - telephone (619) 574-6334.



## DEGREE REQUIREMENTS

The University is committed to a program designed to acquaint every student with the intellectual, cultural, and moral life of our civilization, while providing at the same time the opportunity to add to this knowledge special career-centered competencies. Though professors and students of many faiths are found on the campus, the basic goal of the University is a Christian liberal education which manifests itself in an intelligent, courageous, and creative devotion to God, to country, and to humanity.

Normally the student is in residence through eight semesters, during which he or she is enrolled in approximately forty-four courses carrying minimum credit of 124 units.

**Each student is responsible for his/her own academic program, and for satisfying requirements listed in this Bulletin.**

### General Education

Forty to fifty per cent of the courses needed for the degree are in the area of general education. These are in academic areas considered by the faculty to be indispensable to a liberal education, and therefore not to be left wholly to student election. The student must demonstrate competency in fundamental academic skills and must fulfill distribution requirements in the major areas of knowledge. Ordinarily, most of these general education demands are completed by the end of the fourth semester.

### Majors

Next, twenty-five to thirty percent of the courses a student takes are designed to fulfill the **major concentration requirements**. These, the faculties of the various departments have prescribed to insure that each student will do intensive work in one special area (the "major") so as to gain a useful command of its facts, interpretations, insights, and methods. Such concentration requirements are usually met in the junior and senior years, although certain preparatory courses will be taken earlier. Students exceptionally well qualified may be permitted to fulfill the requirements of a second major concentration. Units for courses which could satisfy the requirements in both majors can be counted only once.

### Minors

The student may specialize to a lesser extent in another area (the "minor") ordinarily related to the area of primary interest. Students electing to major in Physics or Computer Science are required to fulfill a minor concentration. For other majors the minor is optional, although most departments urge their students to earn credit in such a concentration. Those intending to pursue graduate studies are advised to familiarize themselves with the requirements of the graduate school of their choice. Courses in the minor may not be counted toward the major but may be used to satisfy preparation for the major and general education requirements.

## Free Electives

Finally, the remaining courses which students take are electives and may or may not be in areas related to the major subject. This liberty is provided so that students may choose courses either to satisfy their intellectual curiosity or to enlighten themselves in areas largely unfamiliar to them.

## Applicability of New Academic Requirements

**Lower division requirements:** Changes in lower division requirements, including prerequisites for a major, are not applicable to students already enrolled at the University of San Diego.

**Upper division requirements:** Changes in upper division requirements, including requirements for a major, are:

1. Applicable to freshmen, and to sophomores who have not yet enrolled in upper division courses in their major, provided that the new academic requirements do not affect prerequisites for the major.
2. Not applicable to juniors and seniors.

A student who so chooses may elect to fulfill new rather than previous requirements, except that the student may not intermingle previous and new requirements.

When a department/school deletes one course and substitutes a new one, only those students who have not completed the deleted course will be required to take the replacement course.

If new requirements are favorable to the student, the University may make them immediately applicable, unless the student objects.

## Faculty Advisor Program

The entering student comes into an environment that is new and often bewildering. The Freshman Preceptorial is designed to provide an academic orientation to university life. Each freshman, upon deciding to enroll in the University of San Diego, is assigned to a preceptorial. A preceptorial is an academic course in which the teacher, or preceptor, serves as the academic advisor for the student until the declaration of a major. The object is to provide immediate and continuing contact between student and advisor.

New freshmen are encouraged to register during the summer. Those who cannot register during the summer have an opportunity to do so during orientation.

At the beginning of the fall semester all new students participate in an orientation program designed to help them become acquainted with their new environment. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation students take part in discussions of college life, and engage in a variety of activities intended to familiarize them with their new home. Preceptors and specialized advisors are available for individual conferences. Opportunity is provided to take placement and interest tests by which the student may gain valuable information concerning his or her educational background and academic potential.

After the declaration of a major, the student is advised by a faculty member in the major discipline.



Sophomores and upperclassmen bear the responsibility of taking the initiative in discussing the details of their academic program with their advisors. It is the hope of the University that qualified students will prepare for graduate or professional work, since the attainment of an advanced degree is becoming increasingly important to success in most careers. Students who do intend to continue their formal education at the graduate or professional level should, if possible, determine the school of their choice at an early date so that they may be fully prepared to meet its requirements. Since most graduate or professional schools offer scholarship awards in a variety of special programs, it is advantageous to the student to know well in advance what steps must be taken to qualify for financial aid. Of paramount importance, of course, is an undergraduate scholastic record of superior quality.

### Selecting or Changing the Major

The entering student may declare a major at any time after the beginning of the first semester of attendance by completing a Declaration or Change of Major Form, which is available at the Office of the Registrar.

The selection of a major concentration has important and long-lasting consequences. Students who make their choice hastily and thoughtlessly run the risk either of finding themselves in an unsatisfying career or of making a subsequent costly adjustment of their program. Those who needlessly postpone their decision beyond a reasonable time also make a potentially costly error. If possible, students should select their major early in the second semester of their sophomore year so that the departmental advisor can guide them in the selection of appropriate courses. Certain majors in the sciences and engineering require selection of major early in the academic career.

The University's Educational Developmental Center is prepared to offer its service to students who face this difficult decision. Through personal interviews and extensive standardized testing, counselors in the Center help students to assess their academic assets, dominant interest pattern and potential for success.

Students contemplating a change of major concentration should also take advantage of the services of the Educational Developmental Center. When a decision to change has been reached the student must complete a Declaration or Change of Major Form. **Juniors and seniors who contemplate a change of major should be aware that a change is likely to necessitate taking additional courses in order to complete their requirements.**

## GENERAL REQUIREMENTS FOR THE BACHELOR'S DEGREE

The University will confer the bachelor's degree upon candidates who satisfactorily complete the following:

- 1) 124 semester units of credit, with at least 48 units in upper division courses;
- 2) the general education program;
- 3) a major concentration including at least 24 units of upper division work, and satisfying the requirements of the department in question;

- 4) a minor field, if one is required by the department in which one takes a major; a minor field includes 18 or more units, at least 6 of which are in upper division courses;
- 5) grade point average of 2.0 (C) in the total of college courses, and in courses at USD, and a grade of C- or better and a 2.00 average in the total required upper division units in any major in fulfillment of the requirements for the major;
- 6) the residence requirement (completion of the final 30 semester units at the University of San Diego, or completion of 24 of the final 30 semester units at USD if the immediately previous 30 units were earned at USD);
- 7) settlement of all financial obligations to the University.

**The College of Arts and Sciences** includes the following departments:

- 1) Anthropology/Sociology, with majors and minors in Anthropology and in Sociology;
- 2) Biology, with major and minor;
- 3) Chemistry, with major and minor;
- 4) Communication Studies, with major and minor;
- 5) English, with major and minor;
- 6) Fine Arts, with majors and minors in Art and Music, and minors only in Art History and Theatre Arts;
- 7) Foreign Languages and Literatures, with majors and minors in French and Spanish, minors in German and Italian, and service courses in Chinese, Latin, and Greek;
- 8) History, with major and minor;
- 9) Mathematics and Computer Science, with majors and minors;
- 10) Philosophy, with major and minor;
- 11) Physics and Engineering, with major and minor in Physics, and major (dual B.S./B.A. degree) in Electrical Engineering;
- 12) Political Science, with majors and minors in International Relations and Political Science;
- 13) Psychology, with major and minor;
- 14) Theological and Religious Studies, with major and minor;

In addition, the College offers a number of interdisciplinary programs with majors and minors in American Studies, Behavioral Sciences, Humanities, Marine Studies, European, Hispanic/Latin American, and non-Western Studies; minors only in Environmental Studies and Native American Studies; and service courses in Paralegal Studies. Candidates for degrees offered by the College of Arts and Sciences must complete the requirements in general education.

**The School of Business Administration** offers major concentrations in Accounting, Business Administration, Business Economics and Economics.

**The School of Education** offers undergraduate and graduate programs in elementary and secondary education, special education, and counselor education, designed to prepare the teacher to meet the credential requirements in the State of California, and to meet the certification requirements in many other states. Minors in Leadership and in Physical Education are also offered.



**The Hahn School of Nursing** offers a major in nursing for Registered Nurses only.

Candidates for the bachelor's degree must complete the general education requirements, except that those seeking the Bachelor of Business Administration and Bachelor of Science in Nursing degrees need not fulfill the requirement in foreign language.

## REQUIREMENTS IN GENERAL EDUCATION THE FOUNDATIONS CURRICULUM

The Foundations Curriculum is the University of San Diego's general education program for all its undergraduate students. It is the heart of every student's academic work at USD. Its overall theme might be said to be one of parallel responsibilities—the responsibility of the University to offer its students the opportunity to gain a set of skills and participate in common experiences that will entitle them upon graduation to be accepted into the ranks of educated men and women, and the corresponding responsibility of each student to take full advantage of that opportunity.

We have chosen to call the program “The Foundations Curriculum.” We believe the word “Foundations” is appropriate in at least three important senses:

1. It defines a major goal of the curriculum, to provide a foundation in the basic knowledge any educated person will be expected to possess;
2. It is a foundation for the study in depth that students will undertake when they choose a major field of interest for their upper division work;
3. It is a foundation for learning as a living, growing process throughout one's entire lifetime.

The Foundations Curriculum is composed of three principal sections, each with its own curricular objectives. In turn, they are: the acquisition of Indispensable Competencies, the understanding of The Roots of Human Values, and the exploration of The Diversity of Human Experience. Here are the specifics of the three sections of the Foundations curriculum and their particular requirements:

- I. **Indispensable Competencies** - Goal: To insure that students have the threshold competencies necessary to pursue successfully their further studies and their career goals.

### A. Written Literacy

1. At the lower division level, students must demonstrate competency in written expression either by successfully completing a three-unit English course titled “College Composition and Literature” or passing an examination in composition. The primary emphasis in the course will be on instruction and practice in composition. Those students demonstrating competency without taking the College Composition and Literature course are required to pass a literature course taught by the English Department to fulfill the literature requirement specified in Section III.A. below.\*

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\*College Composition and Literature does not fulfill the literature requirement in Section III.A.

2. At the upper division level, students must demonstrate advanced proficiency in written English either by passing an upper division proficiency examination or by completing successfully an approved upper division writing course. These courses will be offered by various disciplines and can be identified by the suffix W in the course number.

**B. Mathematical Competency** - Students must demonstrate competency either by successfully completing a 3 or 4 unit course at or above the level of Math 11, College Algebra, or by passing an examination in mathematics.

**C. Critical Reasoning** - Students must demonstrate competency either by successfully completing Philosophy 1 or a more advanced logic course, or by passing an examination in critical reasoning.

[Note: Students who wish to attempt examinations to satisfy any lower division competency requirements should take those examinations within their first two semesters of full-time enrollment at USD.]

**II. The Roots of Human Values** - Goal: To examine the various systems of human thought and belief with emphasis on the Judeo-Christian tradition and on problems of defining and acting upon ethical concepts.

**A. Religious Studies** - Nine units including at least three units at the upper division level.

**B. Philosophy** - Six units (excluding Logic) including one upper division ethics or applied ethics course. Only three units of ethics may be used to satisfy the Philosophy requirement.

**III. The Diversity of Human Experience** - Goal: To foster a critical appreciation of the varied ways in which people gain knowledge and an understanding of the universe, of society, and of themselves, and to provide an informed acquaintance with forces and issues that have shaped the present and are shaping the future.

**A. Humanities and Fine Arts** - Nine units consisting of three units in History, three units in Literature in any language, and three units in Fine Arts (Art, Music, or Theatre).

[Note: The College Composition and Literature course does not satisfy the literature requirement in the Humanities.]

**B. Natural Sciences** - Six units including three units from the Physical Sciences and three units from the Life Sciences. In addition, at least one of the courses must include a laboratory.

1. Physical Sciences
  - Chemistry
  - Environmental Studies 1 or 5
  - Marine Studies 10
  - Physics
2. Life Sciences
  - Biology
  - Environmental Studies 2
  - Marine Studies 11



- C. **Social Sciences** - Six units including three units in the behavioral sciences (Anthropology, Psychology, and Sociology) and three units in either Economics, Political Science, or Communication Studies.
- D. **Foreign Language** - Third semester competency for those students pursuing the Bachelor of Arts degree. Students may demonstrate competency either by successfully completing a third semester course in a foreign language or by passing an examination at that level.  
[Note: Students are advised to fulfill their language requirement in successive semesters. For students with high school credit in a foreign language, see page 113 in this Bulletin for appropriate course placement.]
- E. **Classic and Contemporary Issues in the Human Experience** - A variable unit course (1, 2, or 3 units) to be selected from a designated list published each semester. This course will offer a close analysis and examination in some depth of specific current and/or timeless problems or questions confronted by men and women in society. The course is to be chosen from outside a student's major field of study.

### **General Education Requirements for Foreign Students**

Foreign students meet the regular general education requirements for a degree, as shown above, with the following possible modifications:

#### **a) Foreign Language Requirement for Foreign Students:**

The University of San Diego's foreign language requirement is a competency rather than a unit requirement. Therefore, students whose native language is a cultural language other than English, and whose high school education has been wholly or largely in the native language, have in many cases already fulfilled the equivalent of USD's foreign language requirement. Such students may present to the Office of the Dean a request for an official evaluation of their language background to ascertain whether USD's requirement is already met. In most cases, a verifying examination will be required.

#### **b) English Requirements for Foreign Students:**

Foreign students are required to meet the University of San Diego's English requirement. Students whose TOEFL scores or other indicators evidence the need for additional preparation must enroll first in English 1 (Basic Composition — 3 units). These units count towards completion of the student's total units for the degree, but not toward fulfillment of USD's composition or distribution requirements.

### **Requirements for Major and Minor Concentrations**

Major and minor departments may designate specific courses for majors or minors or both, and may prescribe certain lower division prerequisites.

## ACADEMIC REGULATIONS

The completion of the registration process is interpreted to indicate that the student understands all the academic regulations of the University, accepts them, and pledges that he or she will abide by them.

### Integrity of Scholarship

The University of San Diego is an academic institution, an instrument of learning. As such, the University is predicated on the principles of scholastic honesty. It is an academic community all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community.

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation, the University has procedures to deal with academic dishonesty which are uniform and which should be understood by all. Violations of academic integrity include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of research materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor. Acts of dishonesty can lead to penalties in a course such as reduction of grade; withdrawal from the course; a requirement that all or part of a course be retaken; and a requirement that additional work be undertaken in connection with the course.

Because of the seriousness of academic dishonesty, further penalties at the level of the University community may be applied; such penalties include probation, a letter of censure, suspension, or expulsion. Full copies of the policy on Academic Integrity are available at the offices of the Provost, Vice President for Student Affairs, and Academic Deans, and in the Faculty Handbook. Instructors also explain their expectations regarding academic integrity in their classes.

### Registration

Registration takes place when the student completes the forms supplied at the Office of the Registrar and pays the required fees. No credit will be given in courses for which the student is not *officially* registered. The time and place of registration is announced in advance by the Registrar. Late registrants are required to pay an extra fee of \$60.00

### Student Load

The normal student load is 15-16 units. To exceed 17 units the authorization of the student's advisor and of the pertinent Dean must be obtained in writing. Ordinarily no enrollment beyond 18 units will be approved unless the applicant has maintained a G.P.A. of 3.00 cumulatively and in the immediate past semester. These restrictions on student load also apply to courses taken concurrently at another college or university for transfer to the University of San Diego.

In regard to special sessions, the maximum student load in the Intercession is 4 units, and the maximum student load for the summer is 13 units in a



12-week period. These maxima also apply to any combination of courses taken concurrently at the University of San Diego and another college or university.

### **Dropping or Adding Courses**

After registration, any student who wishes to add or drop a course must complete the necessary official forms for the Office of the Registrar. **Unofficial withdrawal** from a course results in a grade of F. Students who change their class schedule after registration will pay a fee of \$5.00.

Program changes involving the **addition** of courses are permitted with the written approval of the student's advisor within the first two weeks of a regular semester.

**Dropping** a course, without risk of academic penalty, will be allowed until the end of the tenth week of the semester. After that date there is no possibility of withdrawal; the student will receive a grade for the course. Withdrawal within that time limit will be recorded as W. A grade of W will not enter into the computation of the G.P.A.

### **Withdrawal from the University**

A student withdrawing from the University during a semester or for an upcoming semester must file an official Notice of Withdrawal with the Office of Student Affairs. Failure to do so before leaving the campus or, in the case of illness or other emergency, as soon as the decision not to continue has been made, will result in nonpassing grades in all courses, thereby jeopardizing eligibility to re-enter the University of San Diego or acceptance in another institution.

A student whose registration at the University is interrupted for one or more semesters must make application for re-admission, unless a leave of absence has been granted in writing.

### **Leave of Absence**

A student who will not be registered at the University during a regular semester, but would like to return without applying for re-admission should request a leave of absence. The request must be in writing, stating the reason for which the leave is requested and the semester in which the student will again register at the University. Requests for leaves of absence should be addressed to the Dean of the appropriate School or College. Leaves of absence are not normally granted to students in the probationary or disqualification status.

### **Auditing**

Auditing a course means attending a class without credit, without the obligation of regular attendance, and without the right to have tests and examinations scored or corrected.

Students register for audit in the same manner as for credit. Those who audit courses are not eligible for credit by examination in such courses, nor may auditors register for credit after the last official day to register in a class. Each course audited is entered on the student's permanent record. Auditing of laboratory courses is not permitted.

The fee for all who audit courses is one-half the standard tuition charge. Students wishing to register for credit have priority over those who desire to audit.

### **Attendance**

Regular and prompt attendance at class and at official convocations is deemed essential for the optimum educational progress of the student, and for the orderly conduct of academic life. There is no generally specified number of allowed absences. Each instructor will publish attendance regulations at the beginning of the school term and will state what penalties will be imposed for excessive absences.

### **Examinations**

Final examinations are held in all courses at the end of each semester. Dates and schedules for the final examinations are not to be changed without the approval of the pertinent Dean. Permission to take a make-up examination necessitated by serious illness or other legitimate reason may be granted by the Dean. A fee of \$5.00 is charged for each make-up examination.

In fall and spring semesters, examinations are limited during the week prior to final examinations. There may be no major examinations; minor quizzes are permitted as long as they are listed on syllabi at the beginning of a semester and do not count for more than 10% of the course grade. Laboratory practicums, papers, oral reports, and make-up examinations are permitted. Students are responsible for class attendance and material presented during the week before final examinations.

Students who wish to fulfill specific competency requirements for graduation by examination may petition the Office of the Dean for permission to sit for such examinations. The time, place, and fees for these examinations will be announced each semester. No academic credit will be given for these examinations.

### **Credit by Examination**

A number of the Subject Examinations of the College Level Examination Program (CLEP) have received approval by the University faculty, so that in certain specified subjects students may qualify for college credit by satisfactory performance in the CLEP tests. Inquiries may be made at the Educational Development Center.

### **Grade Reports**

At the end of each semester grade reports are mailed to the students.

### **Pass/Fail Option**

Students in good academic standing, i.e., with grade point average of 2.00 at the University of San Diego and cumulatively, may elect to enroll for courses on the Pass/Fail plan. All students who wish to exercise the Pass/Fail option must have prior authorization from their advisor.

The following regulations apply:



- a) lower division students must have successfully completed at least 12 units at this University;
  - b) if the course is part of a regular semester, the student must be enrolled in at least nine other units on a regular grading basis;
  - c) students may take Intersession and Summer Session courses on a pass/fail basis provided that no more than one course is taken in any session or semester and that no more than two courses per calendar year are taken pass/fail. (Courses offered exclusively on a pass/fail basis for all students are not counted in arriving at the limit.);
  - d) major (and major prerequisites) are excluded;
  - e) courses required for the state credential are excluded;
  - f) certain advanced or highly specialized courses may be excluded by departments acting in concert;
  - g) research and reading courses, performance and independent study courses, and courses not lending themselves to specific grading practices may, by faculty election, be included;
  - h) all courses designated as "activity" courses may be Pass/Fail (at election of faculty, not students);
  - i) there will be no change from Pass/Fail to grade or vice versa after the normal add period;
  - j) the course, quiz, paper, examination, and attendance requirements for Pass/Fail students will be the same as for students receiving a letter grade;
  - k) "Pass" requires "C-" grade or better;
  - l) "Pass" does not affect grade point average; "Fail" does affect grade point average;
  - m) a course taken on a Pass/Fail basis may only be repeated as a Pass/Fail course;
  - n) a course in which D or F is received may not be repeated on Pass/Fail basis, but may be repeated for a grade;
  - o) a maximum of thirty \*Pass/Fail units is applicable to the fulfillment of degree requirements;
  - p) a student wishing to major in a field in which he or she previously earned Pass/Fail credit may, with departmental permission, select another course to fulfill the requirement;
  - q) for first honors or second honors consideration, twelve semester units must be earned in which traditional grades are issued;
- \* In the Electrical Engineering major, pass/fail is not permitted in any required (by title) course; pass/fail enrollment in certain general education elective courses require prior approval of the EE program director, and may be utilized for a maximum of 21 units of required elective general education course units.

### Grading System

At the end of each semester a student's work in each course is recorded with one of the following grades: A, superior; B, very good; C, average; D, inferior; F, failure; P, credit awarded, but units do not enter into computation of grade point average; W, withdrawal; Inc., incomplete.

**Professors may not change final grades unless there is a computational error.**

Grade points are assigned to the above grades as follows: A—4 points per unit; B—3 points per unit; C—2 points per unit; D—1 point per unit; F—0 points per unit. The plus or minus raises or lowers the class grade point by one point in 3- and 4-unit classes, by two points in 5-unit classes. (A plus will not affect the grade points for A grades.)

The grade of Inc. (Incomplete) may be recorded to indicate that the requirements of a course have been substantially completed, but for a legitimate reason, a small fraction of the work remains to be completed; and the record of the student in the course justifies the expectation that he or she will obtain a passing grade upon completion. The instructor who gives an Incomplete should know the reason for non-completion of the work, in order to ascertain the legitimacy of that reason. The responsibility is on the student to come forth with the request for an Incomplete prior to the posting of final grades. The Incomplete grade is not counted in the computation of the Grade Point Average for the semester for which the Incomplete grade was authorized.

**A student who receives a grade of Inc. (Incomplete) must complete all the missing work by the end of the tenth week of the next regular semester; otherwise, the Inc. grade remains on the record permanently, with the same effect on the Grade Point Average as if it were an F.**

The instructor assigning a grade of Incomplete will file a signed form with the Dean of the appropriate School or College, indicating the reason for the Incomplete. The form is filed when the Incomplete is posted.

Only courses for which grades D, F, or Not Passed were received may be repeated for credit — and not more than once, unless authorized in writing by the Dean. On course repetitions, the units are applied toward a degree only once, but the grade assigned at each enrollment shall be permanently recorded. A course in which grades D or F were assigned may not be repeated on a pass/fail basis.

In computing the grade point average of an undergraduate who repeats courses in which a D or F was received, only the most recently earned grades and grade points shall be used for the first 10 units repeated. In the case of further repetitions, the grade point average shall be based on all grades assigned and total units attempted. The student should notify the Registrar when a course is repeated so that adjustment of the cumulative grade point average, if necessary, may be done promptly.

The Grade Point Average (G.P.A.) is computed by dividing the total grade points by the total units attempted.

### **Duplication of Credit**

Each of the academic courses counted toward the 124 units required for graduation must represent an increment in the student's knowledge. Consequently, courses which duplicate previous work, either in high school (e.g., foreign language) or in college, cannot be counted toward graduation, nor can elementary courses which are prerequisite to advanced courses if they are taken concurrently with or after the more advanced work.



## Scholastic Probation and Disqualification

A student who fails to maintain at least a C average (G.P.A. 2.0) for all college work attempted and for all course work attempted at this institution will be placed on probation. The probationary status of a student can be ended only at the close of a regular semester when he or she has attained a C average on all college work attempted and for all course work attempted at this institution. Permanent Incomplete grades count as units attempted, with no grade points, for purposes of computing the semester and the cumulative G.P.A.

If the student placed on probation does not maintain at least a 2.0 G.P.A. for the semester after being placed on probation (the first probationary semester), the student will be disqualified. Probationary status may be continued for an additional semester if the student maintains a 2.0 G.P.A. for the semester after being placed on probation; a grade point average of 2.0 for all college work and a grade point average of 2.0 for all University of San Diego work must then be achieved by the end of the second probationary semester.

A student whose semester average falls below C (2.0) but whose cumulative scholarship average is 2.0 or higher will be placed on scholastic probation; if the grade point average falls below 2.0 in two successive semesters the student will be scholastically disqualified.

Appeals should be submitted **in writing** to the Dean of the student's school or college within five days after the student has received notice of disqualification, and should set forth the reasons which would justify an extension of the probationary period.

## Honors

At the end of each semester, each Dean publishes the names of fulltime (12 units or more) honor students. Those with a Grade Point Average of 3.65 or higher receive First Honors; those with 3.25 to 3.64 receive Second Honors. All honor students receive a personal commendation from the Dean.

Students of outstanding academic merit receive special honors at graduation. Eligibility for these special honors is based upon Grade Point Average, covering all collegiate work attempted: a) for the *Summa Cum Laude*, 3.85 or higher; b) for the *Magna Cum Laude*, 3.65 to 3.84; and for the *Cum Laude*, 3.46 to 3.64. The senior with the highest academic average in all college courses, provided that at least half of the degree work has been at the University of San Diego, will give the valedictory address at graduation. Also presented at graduation is the Alcalá Leadership Award to the outstanding senior.

Upon graduation, honor students with the scholastic and leadership qualifications may be awarded membership in KAPPA GAMMA PI, the National Honor Society for Catholic College Women and Men. No more than ten per cent of the seniors may be awarded this honor.

## Honors Convocation

At the annual University of San Diego Honors Convocation, a formal year-end assembly, awards are presented to the senior, junior, sophomore, and freshman students who have maintained the highest scholastic average.

Other awards are the Kappa Gamma Pi St. Catherine medal given to a sophomore woman outstanding for leadership and scholarship and departmental honors awarded to seniors who have maintained a grade point average of 3.5 in their major.

### **Graduation Petition**

By the date indicated in the current academic calendar, seniors who wish to graduate in January, May, or August must file in the Registrar's Office a petition for graduation. Seniors graduating in August may participate in the previous May ceremony, provided that: 1) they take their remaining courses in USD's summer session; and 2) they have registered (including payment) in USD's summer session for their remaining courses by May 1, and have given to the Registrar's Office written evidence of such completed registration.

### **Unit and Grade Point Requirements**

To qualify for a degree, the student must earn a minimum of 124 college units of credit. A unit is defined as the amount of credit awarded for satisfactory performance in one lecture period or one laboratory period for one semester. A general average of C (G.P.A. 2.0) is required in the total of collegiate work attempted, and in all work attempted at the University of San Diego.

Of the 124 units required for graduation, 48 must be in upper division courses i.e., those numbered 100 or higher. In order to enroll in courses which carry upper division credit the student is normally required to have reached second semester sophomore or junior class standing. Where, in the judgment of the department chair, the student has acquired the necessary basic proficiency, the student may be permitted to enroll in upper division courses for upper division credit even though he or she may still have only freshman or first semester sophomore standing. In such cases the approval of the department chair must be filed, in writing, in the Office of the Dean.

### **Class Standing**

Students reach sophomore standing after satisfactory completion of thirty units. Junior class and upper division standing are reached upon completion of sixty units. For senior class standing, ninety units must be completed.

### **Residence Requirement**

To satisfy requirements for a degree, students must earn a minimum of the final 30 semester units of credit at the University of San Diego, or must earn a minimum of 24 of the final 30 semester units at USD if the immediately previous 30 units were completed at USD.

The residence requirement is rarely waived, and then only for exceptional educational reasons.

### **Transfer of Credit**

Academic courses from other accredited institutions are normally transferable, if the grades are C or better. Such a course will not be accepted if it duplicates work (i.e., repeats essentially the same content) taken at the



University of San Diego, except in cases where a grade of D or F was received in the University of San Diego course.

Students of the University who wish to take courses at other institutions should obtain advance written approval of the Dean if they expect such courses to be accepted in fulfillment of degree requirements at the University of San Diego.

### Transcripts

Any student may request one official transcript of his or her college record without charge. A fee of one dollar is charged for each additional transcript. Applications for transcripts should be made in writing to the Registrar.

## COURSE OFFERINGS

### Designation of Courses and Credits

Courses offered by the University are listed in the pages which follow, in alphabetical order by discipline within each school or college.

Lower division courses are numbered 1 to 99; upper division courses are numbered 100 to 199; graduate courses are numbered 200 to 299; professional courses are numbered in the 300's. The letter H following a course number indicates an Honors course. This designation is used for particularly demanding courses offered as part of the Honors Program.

Courses offered yearly are so indicated, with the semester designated after the course description. Courses offered in alternate years generally have the semester when offered indicated after the course description. Graduate courses are offered upon sufficient demand.

The numbers in parentheses after the title of the course indicate the number of semester units of credit.

The University of San Diego reserves the right to expand, delete, or otherwise modify its degree programs, courses of study or individual course content as described within this bulletin.

Any changes in requirements permitted by University faculty policy and made after the publication date of this Bulletin will be available on a current update sheet. The update sheet, obtainable from faculty, is authoritative.





**COLLEGE OF ARTS AND SCIENCES**

**To be named  
Dean**

**Carol A. Baker, Ph.D.  
Associate Dean**

**Elizabeth F. Winters, M.Ed.  
Assistant Dean**

**Michael P. Soroka, Ph.D., Chair  
Department of Anthropology/Sociology**

**Louis E. Burnett, Ph.D., Chair  
Department of Biology**

**Donald B. Peterson, Ph.D., Chair  
Department of Chemistry**

**Larry A. Williamson, Ph.D., Chair  
Department of Communication Studies**

**Barton Thurber, Ph.D., Chair  
Department of English**

**Irving W. Parker, M.A., Chair  
Department of Fine Arts**

**Jacques Wendel, Ph.D., Chair  
Department of Foreign Languages and Literatures**

**Iris H. W. Engstrand, Ph.D., Chair  
Department of History**

**Richard E. Casey, Ph.D., Director  
Marine and Environmental Studies Program**

**Stanley J. Gurak, Ph.D., Chair  
Department of Mathematics and Computer Science**

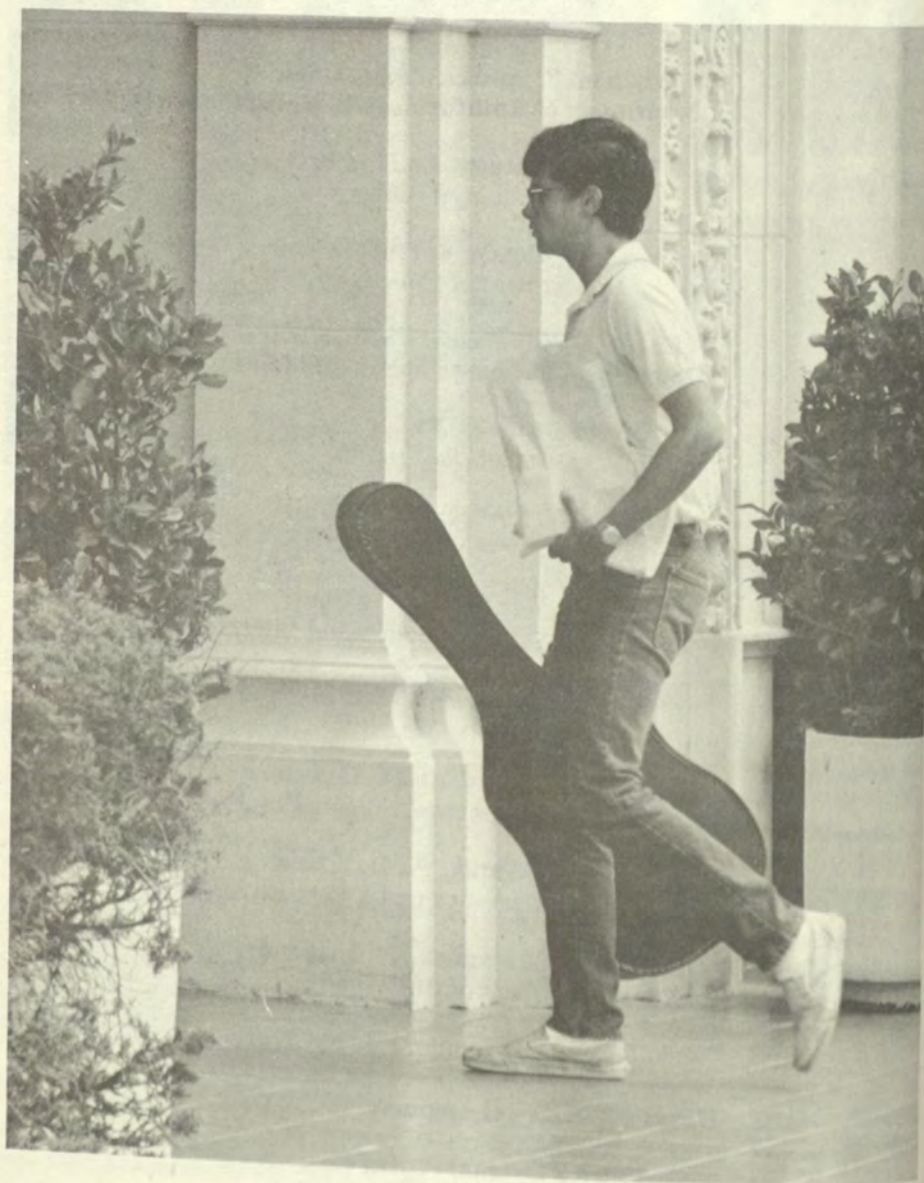
**Lawrence M. Hinman, Ph.D., Chair  
Department of Philosophy**

**Thomas A. Kanneman, Ph.D., Chair  
Department of Physics and Engineering;  
Director, Electrical Engineering Program**

**Patrick Drinan, Ph.D., Chair  
Department of Political Science**

**A. John Valois, Ph.D., Chair**  
**Department of Psychology**

**Robert Kress, S.T. D., Co-Chair**  
**Ronald A. Pachence, Ph.D., Co-Chair**  
**Department of Theological and Religious Studies**





The College of Arts and Sciences is a liberal arts college that is both historically and educationally the core of the University of San Diego. It seeks to further the goals of the University by stimulating its students to search for human meanings and values in an academically sound manner, that is, by constantly questioning, analyzing, testing, and justifying their basic assumptions or postulates. This search, basic to people's desire for identity not only in today's society but in that of the future, is not limited to the classroom but is conducted as a constant interaction among students, faculty, and administrators.

To help in the search for human meanings and values, the College provides offerings in Philosophy, Religious Studies, the Humanities, the Social Sciences and the Natural Sciences for all undergraduate students at the University.

The significance of the traditional disciplines is affirmed by major programs in the social and behavioral sciences (anthropology, behavioral science, history, international relations, political science, psychology, sociology), the humanities and fine arts (art, English, music), the integrating sciences (religious studies and philosophy), the languages (French and Spanish), and the physical sciences (biology, chemistry, physics, and mathematics). In addition, the College has developed a program in Electrical Engineering, and interdisciplinary programs to assist students in studying current major problems through the contributions and research of several pertinent traditional disciplines.



## AMERICAN HUMANICS PROGRAM

The American Humanics Program is offered for students who are interested in professional work with youth in any of a number of agencies. U.S.D. is one of 16 universities currently offering this program. American Humanics, in cooperation with these institutions, offers a career-oriented college program for educating men and women to become leaders in volunteer youth organizations. Currently eleven youth agencies are associated with this program.

Students should enter the program as early as possible since the extensive requirements can best be spread over the typical four year college program. A major in Behavioral Sciences, Psychology or Sociology is required, as is a minor in Leadership, with an emphasis in Youth Leadership offered in the School of Education.

The program requires a total of 500 hours of service in human service agencies prior to the awarding of the Humanics certificate. The initial 250 hours must be completed during the first 3 years on the campus. Placements will be arranged through the Campus Volunteer Program in consultation with the Humanics Executive Director. The final 250 hours will be served in one of the agencies currently associated with American Humanics and will be arranged by the American Humanics Executive Director and the School of Education.

The American Humanics Program is obviously a time consuming course of studies. There is little room for elective courses. Students entering the program will need to plan for extensive volunteer work—about 40 hours a term for the first three years—as well as attending a two-hour, noncredit seminar each week.

By the end of four years, each American Humanics graduate will have had extensive experience in a variety of youth agencies, and he/she will be prepared to move directly into a professional job in such an agency. A certificate of completion is awarded by American Humanics to successful participants.

### Program for Humanics Certificate

#### General Education

Sixty units if no high school language is credited; 3 units of these 60 are included in the major.

#### Behavioral Science major: 42 units

Either a Psychology or Sociology emphasis

Psychology 1, Sociology 1, (preparation for the major)

Anthropology 102, 145 and 172

Psychology 111, 146, and 149

Sociology 122 or 123; 124 and 131

The balance of courses should be chosen from the following list, with the number depending upon the emphasis selected.

Psychology 163, 167, 168, 152, 176

Sociology 145, 150, 153, 161, 163



**Psychology major: 33 units**

Psychology 1, 12, 30 (preparation for the major)

Psychology 111, 146, 149, 152, 163, 167 or 168, 107 or 131, plus 3 units of upper division psychology electives

**Sociology major: 33 units**

Sociology 1, 60; Anthropology 20 (preparation for the major)

Sociology 122 or 123, 124, 145, 131 or 150, 153, 161, 168, 180

**Leadership Minor: Youth Leadership: 21 units**

Education 55, 60, 150, 151, 155, 352, 353

**AMERICAN STUDIES**

**Dennis Clausen, Ph.D.**  
**Coordinator**

**Preparation for the Major:**

English 25, History 17-18, Political Science 15

**The Major:**

36 units of which 24 must be upper division, distributed as follows:

15 units, one area of disciplines

9 units, second area of disciplines

9 units, area electives

3 units, senior colloquium or project

**The Minor:**

18 units in American Studies.

**Courses Available for the Major or Minor:**

**Humanities:**

English 152 — American Poetry to 1914 (3)

English 155 — American Prose: Colonial to the Civil War (3)

English 156 — American Fiction to 1914 (3)

English 157 — American Prose: Civil War to Present (3)

English 162 — Twentieth Century American Poetry (3)

English 168 — Twentieth Century American Fiction (3)

Art 137 — History of American Art (3)

**Social Sciences:**

Anthropology 126 — Indian Peoples of North America (3)

History 108 — Historic and Pre-Historic Archaeology (3)

History 168 — History of Mass Media in the U.S. (3)

History 170 — United States Constitutional History (3)

History 171 — Topics in Early American History (3)

History 172 — Topics in Nineteenth Century American History (3)

History 173 — Armed Conflict in American Society (3)

History 174 — Civil War and Reconstruction (3)

History 175 — Topics in Twentieth Century America (3)

History 176-177 — U.S. Diplomatic History (3-3)

History 178 — United States Intellectual and Social History (3)

History 179 — United States Economic History (3)

History 180-181 — The American West (3-3)

History 185 — Indians of the Californias (3)

History 188-189 — History of California (3-3)

- Political Science 113 — Politics and Parties (3)
- Political Science 114 — American Political Thought (3)
- Political Science 118 — Congress and the Presidency (3)
- Political Science 119 — Recent Supreme Court Decisions (3)
- Political Science 178 — Contemporary American Foreign Policy (3)
- Sociology 131 — Race and Ethnic Relations (3)
- Sociology 147 — Introduction to Criminology (3)
- Sociology 149 — Social Control (3)
- Sociology 158 — Political Sociology (3)
- Sociology 163 — Urban Sociology (3)
- Sociology 185 — Sociology of Aging (3)

#### **Business and Economics:**

- Economics 106 — Economic History of the U.S. (3)
- Business 142 — Business and Society (3)

#### **Philosophy and Religious Studies:**

- Philosophy 76 — American Philosophy (3)
- Religious Studies 123 — Native American Religious Traditions (3)

As new courses are added to the curriculum they may be taken as options to those currently listed under American Studies, provided that they conform to the area distribution outlined for the Major.

**Note:** Students wishing to earn a Social Science teaching credential may do so while completing a major in American Studies. The specific requirements for the teaching credential differ from general requirements for the American Studies major. Students interested in pursuing a Social Science teaching credential should consult the Coordinator.

## **ANTHROPOLOGY**

**Angelo R. Orona, Ph.D., Coordinator**  
**Alana K. Cordy-Collins, Ph.D.**  
**Franklin A. Young, Ph.D.**

The primary objectives of the program in Anthropology are to call attention to the concept of culture and the part it plays in the analysis of human behavior, and to add a transcultural perspective to the body of scientific inquiry.

Anthropology is an inclusive, generalizing science and as such it has application for all fields of knowledge. Courses in Anthropology are particularly suitable for persons interested in social work, public health, teaching, educational administration, and public service.

The major program in Anthropology will (1) prepare the interested undergraduate for future graduate studies in Anthropology, and (2) provide a general background for all humanistically oriented vocations.

**Preparation for the Major:** Anthropology 20, 30; Sociology 1

**The Major:** 24 units of upper division coursework chosen in consultation with the advisor, including the following:

1. Anthropology 100 Ethnographic Field Methods
2. Anthropology 104 Museum Science or Anthropology 106 Field Archaeology
3. One course in Ethnology (122, 126, 128, 130)



4. One course in Prehistory (118, 120, 121, 124, 125)
5. One course in Special Topics (140, 145, 150, 160, 172, 178, 190)
6. Three elective courses

**Recommended supplementary coursework:**

1. Psychology 1 — Introductory Psychology
2. Sociology 60 — Statistical Methods
3. A philosophy course (116, 156)
4. An environmental studies course
5. A world religion course (110, 113, 115, 120, 121, 122, 123)
6. A world history course

**The Minor:** Anthropology 20, 30, and twelve upper division units.

Anthropology courses may be used to satisfy General Education requirements in the Social Science areas.

**General Education Courses**

**10—Introduction to Physical Anthropology (3)**

A discussion of the problems and theories included in human genetics, population variation, race, fossil man, Paleolithic technologies, primate morphology and behavior, and hominid taxonomies.

**20—Introduction to Cultural Anthropology (3)**

An introduction to the character of culture and the nature of social behavior as developed through the anthropological study of contemporary peoples; techniques of field work; current problems and applications.

**30—Introduction to Archaeology (3)**

A discussion of the techniques and concepts used by archaeologists for developing insights into the behavior of past societies; a survey of the development of archaeological research in Old and New World areas.

**80—Cultures of the World (3)**

A survey of the culture areas which existed across the face of the globe just prior to World War II. Representative cultures for each of the areas will be drawn from the ethnographic record and analyzed from the perspectives of environmental adaptation and social, religious, and economic organization. (No prerequisites)

**Upper Division Anthropology**

**100—Practicum in Ethnographic Field Methods (3)**

A field work course which reviews standard ethnographic methods through the discussion of participation-observation and interviewing techniques, life history studies, the genealogical method, and etic-emic distinctions. The practicum provides the opportunity for individual field research projects using ethnographic techniques.

**102—Cultural Anthropology (3)**

A survey of the nature of culture as the matrix of social behavior. Discussion of aboriginal economic systems, social organization, law, religious systems, educational processes, folk medicine, ethnographic studies and methods. (Note: No prerequisites. Not acceptable for Anthropology major or minor or Behavioral Science major.)

**104—Museum Science (3)**

An introduction to various materials and techniques used in the preparation and display of cultural items for a museum setting. Instruction is conducted primarily through the practical medium of constructing student-designed displays.

**106—Field Archaeology (3)**

A practicum in archaeological investigation. Site survey, mapping, excavation, laboratory analysis, and publication preparation are stressed.

**118—Prehistory of the Pacific Basin (3)**

Attention is given to the geological development of the entire Pacific Basin, including both continental and insular formations. Emphasis is placed on an analysis of existing plant, animal, and mineral resources, along with facts and theories concerning the migration and settlement patterns of Pacific peoples.

**120—Ancient Mesoamerica (3)**

An introduction to the remarkable accomplishments of the ancient inhabitants of Mesoamerica (Mexico, Guatemala, Belize, Honduras, and El Salvador). The course focuses on the impressive achievements of the Olmecs, Mayas, Toltecs, and others in the areas of art, ideology, writing, calendrics, mathematics, and politics. The course is especially concerned with transition periods which resulted from catastrophic collapses of cultural systems.

**121—Ancient America (3)**

This course surveys the evolution of aboriginal New World cultures beginning with the Bering Strait migrations during the last Ice Age, and terminating with the arrival of Europeans in the 16th century. Attention is focused on those characteristics crucial for the appreciation of the indigenous cultures in North, Central, and South America. The course also investigates the long-standing debate of whether New World cultures developed autonomously or if they were influenced by trans-oceanic contacts from the Old World.

**122—Peoples of South America (3)**

A survey of the aboriginal populations of South America; origins and culture types; development of civilization as revealed by archaeology and colonial writings.



**124—Ancient Peoples of the Andes (3)**

An introductory survey of the prehistoric cultures of Peru, Bolivia, Ecuador, and Chile. The focus of the course is upon the artistic, ideological, social, and economic aspects of the Chavin, Moche, Nasca, Inca, and other cultures. The development and evolution of prehispanic Andean society are examined from a processual viewpoint.

**125—Empire and Conquest (3)**

This course presents an in-depth comparative analysis of the Aztec and Inca Empires and of their abrupt eclipse by the Spanish Conquest. The course examines the means by which these powerful, coercive New World states emerged, the mechanisms involved in their expansion, and how each empire reacted to the Spanish invasion. Additionally, the course seeks to understand contemporary Latin American cultures as a result of the overthrow of the indigenous empires by the alien Spanish imperium.

**126—Indian Peoples of North America (3)**

A general introduction to the variety of Indian cultures found from northern Mexico to the Arctic. Readings, films and lectures based on ethnographic reports will all be used. While the major focus is upon cultural systems in existence just prior to European intervention, some emphasis will be given to both the prehistory and the contemporary condition of Indian cultures.

**128—Pacific Peoples: Australia, Melanesia (3)**

A study of selected cultures which typify the characteristics found in Australian aboriginal cultures and those of Melanesia, including New Guinea, the Solomon Islands, the New Hebrides, and others. Religious and social organization are emphasized for both areas; additionally, economics and warfare in Melanesia are analyzed.

**130—Pacific Peoples: Micronesia, Polynesia (3)**

A detailed look at each of the island subdivisions found in both Micronesia and Polynesia. The emphasis is given to food production, economics, and social and political organization. Included are the cultures of Yap, Guam, Hawaii, Samoa, and Tahiti.

**Special Topics Courses**

**140—Kinship and Social Organization (3)**

Kinship systems mainly of non-western societies; organization of social life; marriage regulations and kinship role patterns; methods of kinship analysis.

**145—Exotic Art and Creativity (3)**

A course concerned with art as an integral aspect of culture. The course samples a wide range of cultures and art traditions, and may include Paleolithic Europe, the Huichol Indians of western Mexico, the Australian Walbiri, the Nambudiri Brahmins of India, and the Nigerian Ossa. Both the technology and the concept of art in societies are studied.

**150—Man and Language (3)**

A cultural interpretation of the structures, functions, variations, meanings and behaviors associated with the development and use of human language systems. Specific consideration is given to gestural and spatial dimensions of human communication systems.

**160—Primitive Religion (3)**

An examination of the elements, forms, and symbolism of religion among primitive peoples; role of religion in society; anthropological theories of belief systems.

**172—Comparative Society (3)**

A cross-cultural study of social systems; principles of organization and relationships of society to ecological conditions; strategies of ethnographic fieldwork, concept formation, and research design.

**178—Pacific Cultures and European Contact (3)**

An examination of the major forces of change in the Pacific. Specifically noted are activities of missionaries, whalers, naval forces, explorers, adventurers, and mercantile enterprises. Temporally the course is divided into periods of early contact, colonialism, World War II, and postwar recovery. General theories of cultural change will be included in the discussion.

**190—Vocational Anthropology (3)**

An exploration of the ways in which anthropological knowledge has been applied outside of academic settings. Among the topics covered are induced cultural change, social impact assessment, cultural resource management, medical anthropology, public policy planning, professional ethics, and community development. Field trips to non-academic vocational settings will be a major feature.

**196—Problems in Anthropology (3)**

Critical discussions with regard to major theoretical issues confronting the various sub-disciplines of anthropology.

**199—Independent Study (1-3)**

Individual study of a selected topic in anthropology. Prerequisite: Consent of instructor and department chair.

**Note:** Students wishing to earn a social science teaching credential may do so while completing a major in anthropology. The specific requirements for the teaching credential differ from general requirements for the Anthropology major. Students should consult the department chair.

**ART**

Therese Truitt Whitcomb, M.A., Coordinator,

Art History and Exhibition

Florence Spuehler, M.A.E., Coordinator,

Studio Art

Duncan McCosker, M.F.A.

James Rocha, M.A.

**Preparation for the Major:** Art 1, 2, 3, 4, 33 and 34



**The Major:** Within the twenty-eight upper division units required for the major, a student must elect a specialization by the successful completion of at least three courses in any one sub-discipline, after completion of all lower division prerequisite courses. The programming of all supporting courses will be made by the student, the advisor, and at least one other art faculty member. It will be the responsibility of each student to submit a portfolio to the advisor before the senior year course selection is approved. That portfolio shall consist of examples of work in each course for which the student has earned credit. Senior Thesis (Art 198) is required for graduation.

**The Certificate in Art Management:** Broad art and business training which combines an Art major's requirements with the Organizational Skills Program directed toward entry level positions in art related institutions. (Prerequisites as the Major.)

1. Art Components: Art 141 (6 units), and any five courses selected from Art 130, 131, 133, 134, 135, 136, 137, 149, 193, 195.
2. Organizational Skills Component: See Organizational Skills Certification Program.

### **The Single Subject Teaching Credential Program in Art**

The credential developed in cooperation with the School of Education qualifies a student with a Bachelor of Arts degree in Art to teach kindergarten through twelfth grade art in the California public schools. Interested students must see the Art Coordinator early in their program planning in order to fulfill the requirements leading to this certificate. Courses marked with an asterisk (\*) are required for the credential. Additional course requirements may be necessary.

**The Minor:** 1) A minor in Art History requires twelve upper division units with a prerequisite of Art 3, 4, 33, 34, and six units selected from the following: 130, 131, 133, 134, 135, 136, 137, 145, 149, 193, 195. 2) A minor in Studio Art requires Art 1, 2, 3, 4, 33, 34, and 12 upper division studio units.

### **Recommended Program of Study**

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Art 4 (3)	Art 1 (3)	Art 2 (3)
Art 3 (3)	G.E. or	Art 33 (3)	Art 34 (3)
G.E. or	Elective (12-13)	G.E. or	G.E. or
Elective (9-10)		Elective (9)	Elective (9)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Art elective (3)	Art elective (3)	Art elective (3)	Art 198 (1)
Art elective (3)	Art elective (3)	Art elective (3)	Art elective (3)
Art elective (3)	Art elective (3)	Art elective (3)	Art elective (3)
G.E. or	Elective (6)	Elective (6)	Art elective (6)
Elective (6-7)	Portfolio Review		Elective (6)

**1—Drawing Fundamentals (3)\***

Fundamentals of two-dimensional expression including the principles of linear and atmospheric perspective. Required for Art Majors. No prerequisite. Materials not provided. (Every Fall.)

**2—Drawing and Composition (3)\***

Problems executed in the studio which use diverse drawing and painting media in order to stress the appreciation of design. Required for Art majors. Prerequisite: Art 1. Materials not provided. (Every Spring.)

**3—Design (3)\***

The fundamentals of two-dimensional design which stress the dynamics of line, value, color, shape, texture, and arrangement. Required for Art majors. No prerequisite. (Every Fall.)

**4—Three-Dimensional Design (3)\***

Fundamentals of three-dimensional design stressing the dynamics of form and structure. Required for Art majors. No prerequisite. (Every Spring.)

**5—Art Appreciation (3)**

A lecture course which discusses techniques and styles of art in a variety of media including painting, architecture, sculpture and drawing. For non Art majors. No prerequisite.

**8—Computer-Aided Design (3)**

An introduction to the fundamentals of design using a computer in the development of line, value, texture, shape and color possibilities in the creation of original images, designs and compositions. Programming skills not necessary. No prerequisites.

**33—Art History (3)\***

A critical, chronological survey of the two- and three-dimensional expressions of dominant cultures from the prehistoric era to the Renaissance. Required for Art majors. No prerequisite. (Every Fall.)

**34—Art History (3)\***

A critical, chronological survey of the two- and three-dimensional expressions of dominant cultures from the Renaissance to the present. Required for Art majors. No prerequisite. (Every Spring.)

**100—Graphic Communications (3)**

Introduction to ideas, basic materials and production techniques used in contemporary graphic communications. May be repeated for credit. Prerequisites: Art 1, 2, 3 and 4. (Every semester.)

**102—Advanced Drawing (3)**

Emphasis on aesthetic development in drawing and painting in conjunction with exposure to professional standards. Prerequisites: Art 1 and 2. Materials not provided. May be repeated for credit. (Every Fall)



**106—Advanced Design (3)**

This course emphasizes the importance of concept and content within various two-dimensional design strategies. Permission of instructor required before registration. Prerequisite: Art 3. May be repeated for credit.

**108—Advanced Computer Imagery (3)**

Exploration and development of advanced computer imagery as a creative method of increasing visual literacy in terms of electronic media. Prerequisite: Art 8. May be repeated for credit.

**128—Painting (3)\***

Studio course which emphasizes the application of color and composition as applied in major stylistic approaches. Prerequisites: Art 1, 2, 3. May be repeated for credit. (Every semester.)

**130—History of Decorative Art (3)**

a)The history and critical analysis of furniture, glass, ceramics, porcelains, and textiles in Western Europe and America from the Medieval Era to the present. Eastern examples will be included when they pertain to Western culture.

**131—Seminar (3)**

Discussions and projects carried out in a small group using directed research techniques. Content is variable and related to local opportunities. Prerequisites: Art 33, 34. Permission of the instructor required. May be repeated for credit.

**133—History of Modern Art (3)**

The historical, social and design dynamics of art movements from the Neo-Classic period to World War I explored through lectures, and directed research. Prerequisite: Art 33, 34.

**134—History of Contemporary Art (3)**

A critical survey of painting, sculpture, and architecture from World War I to the present. Prerequisite: Art 33, 34.

**135—History of Oriental Art (3)**

A critical and historic survey of Chinese, Japanese, Indian, and Korean art.

**136—History of Photography (3)**

A chronological survey of the major movements of the photographic medium, and the relation of these developments to events in other visual arts. Includes a description of the proper methods for the conservation and exhibition of historic photographs.

**137—History of American Art (3)**

The development of fine and applied art forms in the United States from the Colonial migration to the present era.

**141—Exhibition Design (3)**

A practical course in the design, execution, and management of professional galleries and museum exhibition areas. Students will deal with all aspects of presentation in Founders' Gallery and local museum opportunities. May be repeated for credit. No prerequisites. (Every semester.)

**144—Figure Drawing and Painting (3)**

A studio course in the creative depiction of the human figure from the live model using both drawing and painting. Emphasis on the design of motion, shapes, and patterns in the human figure. Prerequisite: Art 1, 2. Materials not provided. May be repeated for credit. (Every Spring.)

**149—History of Books and Printing (3)**

A survey of the development from ancient times of man's methods of recording information and various methods of printing and reproduction. Also listed as Library Science 149. Does not satisfy a general education requirement.

**150—Art Fundamentals (3)**

A study of the dynamics of art and their involvement through history with a special regard for the nature of creativity and its relationship to man and society. No prerequisite. (Every Fall.)

**160—Photography (3)**

An introductory lecture and laboratory course which stresses black and white camera technique and darkroom procedures. The class encourages the student to investigate photography as a medium of personal expression. Materials and lab fees not included. A camera is necessary. (Every Semester.)

**161—Advanced Photography (3)**

Advanced lecture and laboratory course that continues to develop the student's artistic and technical skills. Advanced topics include the 4 x 5 camera, zone system, kodalith and non-silver techniques. Materials and lab fees not included. A camera is necessary. May be repeated for credit. Prerequisite: Art 160 (Every Fall.)

**171—Weaving (3)\***

Harness, Tapestry and Off-Loom weaving with variations upon the differences between techniques and design potential. Prerequisite: Art 3. May be repeated for credit. (Every Spring.)

**174—Ceramics (3)\***

Advanced projects involving slab, coil, and carving techniques. Prerequisite: Art 4. May be repeated for credit. (Every Fall.)

**190—Sculpture (3)**

Multi-media studio projects dealing with third-dimensional sculpture forms. May be repeated for credit. Prerequisites: Art 3 and 4. (Every Spring.)



**193—Field Experience (1)**

A selected, individualized project in an off-campus museum or art institution, which takes advantage of a specific opportunity which is limited in duration.

**195—Museum Internship (3)**

Practice of the specialized skills of registration, exhibition, curation, or education at local museums under the direct supervision of their senior staff. Prerequisites: Art 33, 34, 141. Permission of the faculty required prior to registration. (Every semester.)

**196—Studio Internship (1-3)**

The practice of the specialized skills, tools, basic materials and production techniques at local professional art studios under the direct supervision of their senior staff. Permission of instructor prior to registration. (Every Semester.)

**198—Senior Thesis (1)\***

A selection by the student of those works done throughout his or her course of study which epitomize the most significant growth. The works together with a written defense of his or her direction are presented to the Art faculty. Seniors with an art history concentration will present a written, subjective thesis to the art faculty in the form of an illustrated lecture. (Required for graduation.)

**199—Independent Study (1-3)**

Individual selection of a project in one art area. Permission of instructor and coordinator before registration.

**BEHAVIORAL SCIENCE**

George J. Bryjak, Ph.D.

Alana Cordy-Collins, Ph.D.

Doris E. Durrell, Ph.D.

B. Michael Haney, Ph.D.

Eugene M. Labovitz, Ph.D.

Judith Liu, Ph.D.

Daniel D. Moriarty, Jr., Ph.D.

Angelo R. Orona, Ph.D.

Michael P. Soroka, Ph.D.

Gerald Sperrazzo, Ph.D.

A. John Valois, Ph.D.

Mary Jane Warren, Ph.D.

James M. Weyant, Ph.D.

Franklin A. Young, Ph.D.

The Behavioral Science Major is offered to allow students a broader exposure in the behavioral sciences than would otherwise be likely. The disciplines of Anthropology, Psychology and Sociology overlap in many ways and a student in this major has an opportunity to study the interrelationships of the fields. Four emphases are possible in the major. The specific program is worked out by each student in consultation with an advisor.

The program gives students a liberal arts background and can be used as preparation for careers such as community relations officer, recreation worker, urban planner, personnel administrator, foreign service officer, educator, and technical writer. The combined degree allows study of the interrelationships of culture, society, and the individual.

The Behavioral Science program is a joint program of the departments of Anthropology/Sociology and Psychology. Students interested in a major in behavioral science should consult with the chairs of these departments.

Majors who plan to earn the American Humanities Certificate should confer with the Executive Director of American Humanities about the preferred elective courses within the major.

### **Preparation for the Major:**

Anthropology 20, Psychology 1, Sociology 1, and a research methods course appropriate for the focus selected.

Anthropology Focus, Anthropology 100

Psychology Focus, Psychology 30

Sociology Focus, Sociology 124

General Focus, select from courses listed above

**The Major:** 36 units of upper division work grouped as in one of the following focuses:

#### **A. General Focus:**

12 units of Anthropology selected in consultation with an advisor, including Anthropology 145 and Anthropology 100 or 172.

12 units of Psychology — one course each from four of the five areas listed below:

Theories, *i.e.*, 107, 108, 131

Developmental, *i.e.*, 111, 112

Social, *i.e.*, 146, 163, 176

Experimental, *i.e.*, 159, 160, 161, 162

Counseling, *i.e.*, 119, 152, 167, 168

12 units of Sociology — one course each from four of the five areas listed below:

Theories: 122, 123

Methodology: 124

Social Dynamics: 145, 149, 150, 157, 161, 163, 170, 180

Social Problems: 118, 147, 162, 168, 185, 197

Contemporary Social Issues: 131, 153, 158, 169, 186, 188, 196

#### **B. Anthropology focus:**

18 units of Anthropology, including Anthropology 145 and Anthropology 100 or 172.

9 units of Psychology — one course each from three of five areas listed under the general focus.

9 units of Sociology — one course each from three of the five areas listed above under the general focus.

#### **C. Psychology focus:**

18 units of Psychology — one course from each of the five areas listed above and one additional upper division course in Psychology.



9 units of Anthropology, including Anthropology 145 and Anthropology 100 or 172.

9 units of Sociology — one course each from three of the five areas listed above under the general focus.

#### **D. Sociology focus:**

18 units of Sociology — one course from each of the five areas listed above under the general focus and one additional upper division course in Sociology.

9 units of Anthropology, including Anthropology 145 and Anthropology 100 or 172.

9 units of Psychology—one course each from three of the five areas listed above under the general focus.

## **BIOLOGY**

Louis E. Burnett, Ph.D., Chair  
 Carol A. Baker, Ph.D.  
 John S. Bradshaw, Ph.D.  
 Ross E. Dingman, Ph.D.  
 Hugh I. Ellis, Ph.D.  
 Jeremy H. A. Fields, Ph.D.  
 Cole Manes, M.D., Ph.D.  
 Marie A. Simovich, Ph.D.  
 Curt W. Spanis, Ph.D.

The Department of Biology offers a program of general courses that allow the student to obtain a thorough preparation for graduate or professional school, to meet State requirements for a teaching credential in the life sciences, to acquire the laboratory training necessary for entry into advanced programs in biotechnology, or to supplement other major studies with a broad background in biology. A strong emphasis is placed on laboratory and field experience, not only to acquaint the student with the working methods of science but to foster proficiency in a number of basic experimental techniques as well. An Internship experience is also offered to upper division biology majors so that they may participate in the application of biological knowledge to problems in the off-campus world.

The following high school preparation is strongly recommended for students planning a major in biology at U.S.D.: elementary algebra, plane geometry, intermediate algebra, trigonometry, chemistry, physics, and biology. Three years of study in a modern foreign language are also recommended.

Students are urged to consult departmental advisors early in their college career in order to select a program of courses most suitable to their high school background and to their future goals. The high faculty-to-student ratio allows each student to receive individualized assistance in course selection and career planning. For those students preparing for careers in the health sciences, a special University committee is available to advise and assist them in their applications to professional school.

**Preparation for the Major:** Biology 20-21, Chemistry 10A-B and 11A-B, Physics 42-43 or equivalent, introductory college calculus, and a minimum of 4 units of organic chemistry with laboratory.

**The Major:** A minimum of 33 units of upper division work in biology is required. These must include Biology 101, Biology 160, Biology 197, at least two courses (with laboratory) from the area of functional biology, and at least one course from each of the areas of organismal and morphological biology (see below). To complete the requirement, electives may be chosen from any of the courses for which the prerequisites have been satisfied. Choice of electives depends upon the student's interests. At least sixteen of the upper division units in the major must be completed at U.S.D.

**The required courses;**

- 20 — Principles of Biology (4)
- 21 — Biology of Organisms (4)
- 101 — Genetics (4)
- 160 — Ecology (4)
- 197 — Senior Seminar (1)

**Area of Functional Biology (2 courses):**

- 172 — Plant Physiology (4)
- 178 and 178L — Animal Physiology (4)
- 180 and 180L — Cell Physiology (4)
- 182 — Molecular Biology (4)

**Area of Organismal Biology (1 course):**

- 142 — Microbiology (4)
- 144 — Field Botany (4)
- 146 — Vertebrate Natural History (4)
- 150 — Invertebrate Zoology (4)

**Area of Morphological Biology (1 course):**

- 120 — Comparative Vertebrate Anatomy (4)
- 130 — Vertebrate Histology (4)
- 135 — Vertebrate Embryology (4)

**The Minor:** Minimum requirements for the minor are Biology 20-21 or equivalent, and at least 10 units of upper division biology, for a total of at least 18 units. Courses for the minor should be selected with the aid of a biology faculty advisor. Successful completion of the minor in biology requires that the student obtain a grade of C- or better in all biology courses and maintain a G.P.A. of 2.00 or better in upper division biology courses. At least 8 units of upper division biology must be taken at U.S.D.



## General Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Biology 20 or	Biology 101 (4) or	Biology 101 (4) or
Biology 20 or	21 (4)	Biology (4)	Biology (4)
21 (4)	Chemistry 10B (3)	Organic Chem. (4)	Physics or
Chemistry 10A (3)	Chemistry 11B (1)	Physics or G.E. (3-4)	G.E. (3-4)
	G.E. or	G.E. or	
Chemistry 11A (1)	Math (3-4)	Electives (3-6)	Electives (6-9)
G.E. or	G.E. or		
Electives (3-6)	Electives (3-6)		
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Biology (4)	Biology (4)	Biology 197 or	Biology 160 (4)
Physics or	Physics or	Electives (1-4)	Biology 197 or
G.E. (3-4)	G.E. (3-4)	G.E. or	Electives (1-4)
G.E. or	G.E. or	Electives (10-16)	G.E. or
Electives (6-10)	Electives (6-9)		Electives (6-12)

**Note:** The California Life Science teaching credential requires a major in Biology. Students seeking this credential should consult a Biology departmental advisor.

### Special Programs of Study

Several model programs of study are listed below and should serve to illustrate the adaptable nature of the biology curriculum. *Specific programs of study other than those listed below can be designed with the aid of an advisor from the Biology faculty.*

#### Marine Biology

In addition to the general program, Biology 100, 146, 150 and 151-151L are recommended. A minor in Environmental Studies is recommended for those students interested in field applications. The University of San Diego also offers a major in Marine Studies (see Marine Studies section), for which this biology program may be elected as the required second major.

#### Bio-Technology

In addition to the general program, Biology 100, 142, 182 and Chemistry 20 and 112 are recommended.

#### Pre-Medicine

The program is similar to the General Program with certain of the options being specified or recommended.

First year: Chemistry 10A-B, 11A-B and Math 50.

Second year: Biology 135

Third year: All courses in the area of functional Biology should be taken at this time in preparation for the MCAT examination.

Fourth year: Completion of the Biology major.

**Pre-Dentistry**

The Pre-Dental program is identical to the Pre-Medical program except that Biology 130 is recommended.

**Pre-Veterinary Medicine**

In addition to the program for Pre-Medical students, Biology 130 and 120 are recommended.

It is the responsibility of all pre-professional students seeking recommendation to professional schools to contact the Chairman of the Health Sciences Student Evaluation Committee no later than the Fall Semester of their junior year.

The pre-professional programs for pharmacy, optometry, physiotherapy and nursing are designed around the General Program. No paradigm is recommended because of the variability of requirements among professional schools. Students should set up their schedules to include those courses specifically recommended by the professional schools to which they plan to apply.

Biology 1, 2, 3, 4, 11, or 15 will satisfy the general education requirement. There are no prerequisites. These courses, however, do not satisfy requirements for the biology major.

**Courses for Non-Majors****1—Survey of Biology (3)**

A one-semester course in the general concepts of biology providing the non-major with an overview of the living world and the principles of life processes. Two hours of lecture and one laboratory weekly.

**2—Ecology and Environmental Biology (3)**

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the ecosystem concept, population growth and regulation, and man's modification of the environment. Laboratory will include field trips, one of which will be an overnight trip to the desert. Two hours of lecture and one laboratory weekly.

**3—Principles of Inheritance (3)**

This one-semester course surveys traditional genetics, the genetics of populations, and the mechanisms of hereditary information transfer at the molecular level. Emphasis is placed on human inheritance. Two hours of lecture and one laboratory weekly.

**4—Topics in Human Biology (3)**

This is a course in general biology with a human emphasis for non-majors. The general principles of evolution, genetics, biochemistry, and physiology are illustrated by reference to normal and abnormal human body function. Behavioral biology and ecology are also treated from a primarily human viewpoint. Two hours of lecture and one laboratory weekly.



**11—Life in the Ocean (3)**

An introduction to the plant and animal life in the ocean, including their phylogenetic and ecologic interrelationships. Biological principles and processes that are basic to all forms of life in the ocean will be stressed. Two lectures and one laboratory or field trip per week. Cross-listed as Marine Studies 11.

**15—Physiology of Exercise (4)**

The acute and chronic effects of exercise on the various organ systems and the role of nutrition are studied. Kinesiological application of anatomical information is also examined. Three hours of lecture and one laboratory weekly.

### Courses for Biology Majors

**20—Principles of Biology (4)**

This one-semester foundation course for biology majors provides an introduction to the concepts of structure and function in biological systems at the molecular and cellular level. The topics of biochemistry, chemical and molecular evolution, cell function, respiration, photosynthesis, genetics and molecular biology are covered, with emphasis on regulatory mechanisms. Three hours of lecture and one laboratory weekly. Prior completion of college algebra (with a grade of C or better), or concurrent registration in college algebra is required. Concurrent registration in general chemistry is strongly recommended. (Every semester)

**21—Biology of Organisms (4)**

This one-semester foundation course for biology majors provides an introduction to evolution and ecology, and a study of the major groups of organisms with an emphasis on their structure, function, and evolutionary relationships. Three hours of lecture and one laboratory weekly. No prerequisite. Concurrent registration in general chemistry is strongly recommended. (Every semester)

**98—Biology Laboratory (1)**

Laboratory experience in biology for those students who have already completed a non-laboratory biology course for general education biology credit or for those students who wish to major in biology and need additional laboratory experience. Students should register for the laboratory section which most closely reflects the biology course previously taken. (Every semester.)

All courses numbered 100 and above have Biology 20-21 as prerequisites or consent of instructor. Other prerequisites are as specified.

**100—Biostatistics (3)**

A methodology course which includes elementary probability, sampling techniques, unbiased and ratio estimation, sampling distributions, central limit theory, efficiency, an introduction to classical inference and non-parametric (permutation) testing techniques. Three hours of lecture weekly.

**101—Genetics (4)**

A general course covering the mechanisms of inheritance at the molecular, organismal, and populational levels. Elementary probability and statistical methodology appropriate for the analysis of various genetic systems are introduced. Three lectures and one laboratory weekly. Prerequisite: Completion of or concurrent registration in general chemistry. (Every semester.)

**110—Evolution (3)**

A study of the current concepts of evolution. The nature of the species, isolating mechanisms, evolutionary genetics, selective pressures, and other fundamental concepts will be considered. Three hours of lecture per week.

**116—Population Biology (4)**

The mechanisms of evolution are studied through a development of topics in population genetics and through mathematical and computer models of the dynamics of growth and interactions of populations in ecosystems. The mathematics and computer programming experience required in this course beyond the level of Math 14 (Calculus) will be introduced as needed. Research techniques used in investigating population phenomena are emphasized. Three hours of lecture and one laboratory weekly. Prerequisites: Introductory calculus and Biology 101. Biostatistics is highly recommended.

**120—Comparative Vertebrate Anatomy (4)**

A comparative study of the various classes of vertebrates at the structural level. The laboratory animals are lamprey, shark, amphibian, and cat. Two hours of lecture and two laboratories weekly.

**130—Vertebrate Histology (4)**

An intensive study of the basic types of mammalian tissues and organs at the microscopic level. Structure and associated function are emphasized. The laboratory concentrates on the light microscopic study of tissues and offers students the opportunity to perform basic histological techniques. Three hours of lecture and one laboratory weekly.

**135—Vertebrate Embryology (4)**

A study of the fundamental concepts of development, gametogenesis, fertilization, morphogenesis, and organogenesis in vertebrate embryos. Emphasis is placed on maintaining an overall view of the developmental processes as they relate to and further progress toward adult structure and function. Specimens studied in lab include whole mounts, serially-sectioned embryos and live embryos. Three hours of lecture and one laboratory weekly.



**142—Microbiology (4)**

An introduction to bacteria, viruses, yeasts, molds, protozoa and micro-algae. The microbes pathogenic to man are emphasized. Principles of immunology, chemotherapy, and industrial, agricultural and marine microbiology are presented. The laboratory stresses procedures in culturing and handling microorganisms. Two hours of lecture and two laboratories weekly. Prerequisite: one year of general chemistry.

**144—Field Botany (4)**

An introduction to the plant communities of Southern California. The predominant flowering plant families of Southern California will be stressed in lecture. Field identification of the plants in the San Diego area will be emphasized in the laboratory sessions. Three hours of lecture and one laboratory weekly. (Spring.)

**146—Vertebrate Natural History (4)**

A course in the biology of the vertebrates. Although vertebrate structure, function, and development are studied, emphasis is upon the behavior, evolution, and interaction of the vertebrate organism as a whole or at the population level. Techniques of identification and study are covered in the laboratory and field. Three hours of lecture and one laboratory or field trip weekly. (Spring.)

**150—Invertebrate Zoology (4)**

A survey of the invertebrate animals with emphasis on evolutionary relationships among the groups as expressed by their morphology and physiology. Three hours of lecture and one laboratory weekly.

**151—Biological Oceanography (3)**

An integrated study of marine organisms and their environments present and past. Stressing ecological, behavioral, and physiological relationships. The course will utilize the expertise of guest lectures and will cover organisms from nearshore to open-sea environments. Prerequisite: Biology (Marine Studies) 11 or Biology 21. Cross-listed as Marine Studies 181.

**151L—Biological Oceanography Laboratory (1)**

Laboratory and field work to accompany Biology 181. Prerequisites: Biology (Marine Studies) 11 or Biology 21, and previous or concurrent registration in Biology 151. Cross-listed as Marine Studies 181L.

**160—Ecology (4)**

An integrated approach to plant and animal relationships in terrestrial and aquatic ecosystems. The lecture investigates ecosystem energetics, population dynamics, community structure and physiological adaptations. The laboratory concentrates on population and community problems in a few environments. There will be one overnight field trip to the desert. Three hours of lecture and one laboratory weekly. Prerequisite: Introductory calculus. Biostatistics is recommended.

**161—Ecological Communities of San Diego County (1)**

A general survey of the ecological communities of San Diego County will acquaint students with local marine, freshwater, chaparral, and desert habitats. The course is primarily field study, and one overnight trip to the desert will be included. Identification of organisms and their ecological relationships will be stressed. One laboratory weekly.

**168—Marine Ecology (3)**

Discussions of the ecological relationships within the sea, including such topics as production, community structure, and biogeography. Communities discussed may range from the coast to the deep sea, and will cover plankton, nekton, and benthon. Three hours of lectures and seminars per week. Prerequisite: Biology 148. Cross-listed as Marine Studies 154.

**172—Plant Physiology (4)**

An introduction to the basic processes occurring in vascular plants. Movement of water and solutes; photosynthesis and respiration; plant growth and development, including plant hormones and growth regulators; and plant reactions to environmental stress will be studied. Three hours of lecture and one laboratory weekly. Prerequisite: One year of general chemistry with laboratory.

**174—Psychobiology (3)**

The biological basis of behavior. Brain activity in relation to awareness, sensory processes, motor systems, perception, attention, language and the action of hormones, drugs and transmitters are surveyed. In-depth studies are made on states of memory, learning, sleep, arousal, motivation and depression. Three hours of lecture weekly. Prerequisite: college level psychology or consent of instructor.

**174L—Psychobiology Laboratory (1)**

Students operate on experimental animals. This includes implanting electrodes and cannulae into specific brain regions. Subjects are exposed to a variety of tasks and brain activity is examined by polygraph and oscilloscope tracings. Experiments are performed to study the effect of drugs and electricity on memory, recall, learning, sleep, arousal, and other behaviors. One laboratory weekly. Prerequisites: college level psychology or consent of instructor.

**178—Animal Physiology (3)**

Mechanisms of nerve function, muscle contraction, hormonal regulation, excretion, circulation, and respiration are studied in animal systems. Three hours of lecture weekly. Prerequisite: one year of general chemistry with laboratory.



**178L—Animal Physiology Laboratory (1)**

The response of the blood acid-base system to exercise in humans is studied. Traditional experiments on frog muscle stretch and recruitment are performed. Aspects of nitrogen excretion, circulation, ion transport, osmotic regulation, and gas exchange will also be investigated in different animal systems. One laboratory weekly. Concurrent registration in Biology 178 is required.

**180—Cell Physiology (3)**

This course emphasizes the structural and functional correlates in cell biology. Topics covered include membrane specializations, cytoskeleton, adhesion, motility, mitotic mechanisms, transport mechanisms, molecular immunology, energetics and molecular endocrinology. Three hours of lecture weekly. Prerequisites: organic chemistry with laboratory, or consent of instructor.

**180L—Cell Physiology Laboratory (1)**

The laboratory exercises introduce the student to some of the modern methods used to study cell function. One laboratory weekly. Concurrent registration in Biology 180 is required.

**182—Molecular Biology (4)**

An intensive study of the chemical and physical properties of the gene. The historical basis of current concepts in molecular biology will be emphasized by examining critical experiments relating to the central dogma. Topics will include the organization of prokaryotic and eukaryotic genomes, nucleic acid hybridization, gene mapping, and the mechanics of DNA replication, transcription, RNA processing, and protein synthesis. Three hours of lecture and one laboratory weekly. Prerequisite: one year of general chemistry with laboratory and at least one semester of organic chemistry with laboratory, Biology 101 or consent of instructor.

**193—Internship in Biology (1-3)**

This course offers experience in the practical and experimental application of biological principles. Students will be involved in research projects conducted by agencies and institutions outside the university, such as state parks, zoos, and biological industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. A maximum of 3 upper division units can be earned toward fulfillment of the requirements of the major.

**197—Senior Seminar (1)**

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest. Enrollment for credit is limited to and required of all seniors. Meets one hour weekly. (Every semester.)

**198—Techniques in Biology (1-3)**

Training and practice in those areas of biological science of practical importance to the technician, teacher, and researcher. To include, but not limited to, technical methodology; preparation and technique in the teaching laboratory; and routine tasks supportive to research. Prerequisite: consent of instructor. (Every semester.) Total credit in Biology 198 is normally limited to 3 units.

**199—Research (1-3)**

Students develop and/or assist in research projects in various fields of biology. The study involves literature searching, on and off campus research, and attendance at seminars at other leading universities and scientific institutions. Prerequisite: consent of instructor. (Every semester.) Total credit in Biology 199 is normally limited to 3 units.

**200—Seminar in Physiology (2)**

An intensive study of selected topics in physiology. Prerequisite: consent of instructor.

**201—Advanced Cellular and Molecular Biology (2)**

Current topics will be discussed. Prerequisite: consent of instructor.

**202—Seminar in Environmental Biology (2)**

Studies in ecology, environmental biology, and biological oceanography. Prerequisite: consent of instructor.

**CHEMISTRY**

Donald B. Peterson, Ph.D., Chair  
 Thomas R. Herrinton, Ph.D.  
 Mitchell R. Malachowski, Ph.D.  
 Jack D. Opdycke, Ph.D.  
 Sister Patricia Shaffer, Ph.D.  
 Patricia S. Traylor, Ph.D.

Chemistry is the study of matter and energy and the changes they undergo. It has played a key role in understanding the natural universe and in the scientific and technological revolution that have been so important in shaping modern society.

The program in Chemistry provides a strong foundation in the principles and practices of modern chemistry within the framework of a liberal education. The major is designed not only to give students the theoretical basis of the discipline, but also to allow them to test theories in the laboratory. Laboratory work includes extensive hands-on experience with state-of-the-art equipment.

The chemistry major provides a sound preparation for graduate study in chemistry or biochemistry, positions in the chemical industry, and education. It is also well suited to prepare students planning careers in medicine, dentistry, veterinary medicine and pharmacy.

Course offerings are also provided for students with majors other than chemistry. In this category are courses designed to acquaint students not majoring in the natural sciences with the basic principles and methods of modern science and with the history and development of scientific thought.



Two programs of study are available, differing in their focus:

**Plan A:** (Concentration: chemistry) is designed to qualify students for admission to graduate work in chemistry, positions as chemists, or secondary school teaching in chemistry.

**Plan B:** (Concentration: biochemistry) is designed to prepare students for graduate work in biochemistry, molecular biology, pharmacology, pharmaceutical and clinical chemistry; positions as biochemists; admission to medical, dental, and pharmacy schools; or secondary teaching.

#### Chemistry Major, Plan A:

**Preparation for the Major:** Chemistry 10AB, 11AB, 20; Mathematics 50, 51, 52; Physics 50, 51.

**The Major:** The twenty-four units of upper division work must include Chem 101AB/102AB or 103AB, 110AB, 121W, 122, and 140. Electives may be chosen from any other chemistry courses for which prerequisites have been met.

#### Chemistry Major, Plan B:

**Preparation for the Major:** Chemistry 10AB, 11AB, 20; Mathematics 50; Physics 42, 43 or Physics 50, 51; Biology 20, 21.

**The Major:** The twenty-four units of upper division work must include Chem 101AB/102AB or 103AB, 110AB; Chem 130, 131, 132, 133. Electives may be chosen from any other chemistry courses for which prerequisites have been met. Those planning for graduate work should also take Mathematics 51 and Chemistry 140.

**Chemistry Minor:** Minimum requirements for a minor in chemistry are: Chemistry 10AB, 11AB and ten units of upper division chemistry including either Chem 110A or 130. Students taking the minor to enhance employment possibilities in chemical technology are advised to also take Chemistry 20.

### Recommended Program of Study

The following paradigms are included as **guides only**, and are not to be interpreted in a rigid sense. Flexibility is allowed to meet individual needs. Students are urged to consult with the chemistry advisor early each year to ensure that their needs and interests will be met.

#### Plan A: Major in Chemistry with concentration in Chemistry.

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Chem 10A	Chem. 10B (3)	Chem. 20 (3)	Org Chem (4)
Preceptorial (3)	Chem. 11B (1)	Org Chem (4)	Physics 50 (4)
Chem. 11A (1)	Chem 12 (2)	Math 52 (4)	G.E. or
Math 50* (4)	Math 51 (4)	G.E. or	Elective (7-8)
G.E. or	G.E. or	Elective (4-5)	
Elective (7-8)	Elective (5-6)		

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Chem. 110A (3)	Chem. 110B (3)	Chem. 122 (3)	Chem. 190 (1)
Physics 51 (4)	Chem 121W (3)	Chem	Chem
G.E. or	Chem 140 (3)	Elective (3)	Elective (3)
Elective (8-9)	G.E. or	Research (1-2)	Research (1-2)
	Elective (6-7)	G.E. or	G.E. or
		Elective (7-9)	Elective (9-11)

**Plan B:** Major in *Chemistry* with concentration in *Biochemistry*.

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Chem 10A	Chem. 10B (3)	Chem. 20 (3)	Org Chem (4)
Preceptorial (3)	Chem. 11B (1)	Org Chem. (4)	Chem 12 (2)
Chem. 11A (1)	Biol. 20 or 21 (4)	Physics 42 (4)	Physics 43 (4)
Math 50* (4)	Math 51 (4)	G.E. or	G.E. or
Biol. 20 or 21 (4)	G.E. or	Elective (4-5)	Elective (5-6)
G.E. or	Elective (3-4)		
Elective (3-4)			

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Chem. 110A (3)	Chem. 110B (3)	Chem. or Biol.	Chem. 190 (1)
Chem. 130 (3)	Chem. 121W (3)	Elective (3-4)	Chem. or Biol.
Chem. 131 (1)	Chem 132 (3)	Research (1-2)	Elective (3-4)
Biol. 101 (4)	Chem 133 (1)	G.E. or	Research (1-2)
G.E. or	G.E. or	Elective (9-12)	G.E. or
Elective (4-5)	Elective (5-6)		Elective (8-11)

### 1—Chemistry and Society (3)

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The evolution of our understanding of atomic and molecular structure and chemical reactivity will be examined as examples of the scientific method and the very human nature of the scientific endeavor. The role of modern chemistry in both the creation and the solution of societal problems will also receive considerable attention. The problems considered, which may vary in different sections, include: the energy crisis, air and water pollution, food additives, household chemicals, pesticides and agrochemicals, and nuclear power. Three lectures weekly. (Every semester.)

\*Students deficient in Mathematics may substitute Math 11 for Math 50, followed by Math 50, 51 and 52.



**1E—Chemistry and Society (3)**

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The lecture content is similar to that in Chemistry 1 (above); however, this course includes a laboratory that will satisfy the general education requirement for a laboratory course in the natural sciences. Two lectures and one laboratory/discussion weekly. (Every semester.)

**2—Molecular Basis of Life (3)**

A study of life from the viewpoint of its molecular architecture. Emphasis may vary in different sections with topics chosen from among the following: the biochemical basis of nutrition and health, growth and regulation, enzymes, molecular genetics and genetic diseases, genetic engineering (including the ethical, theological, political, and public health issues). Three lectures weekly. (Every semester.)

**9—Chemistry for Engineers (5)**

Open only to engineering students. Major topics to be considered include stoichiometry, atomic and molecular structure, periodicity, acid-base chemistry, redox reactions, chemical and phase equilibria, chemical kinetics. Four lectures and one laboratory weekly. (Spring.)

**10A-10B—General Chemistry (3-3)**

A lecture course introducing the fundamental principles of modern chemistry. Emphasis is given to basic principles including chemical stoichiometry, atomic and molecular structure, equilibria, dynamics, and electrochemistry. Three lectures weekly. (Every year.)

**11A-11B—General Chemistry Laboratory (1-1)**

A laboratory course to follow the lecture material presented in Chemistry 10A-10B. One four-hour laboratory period weekly. Prerequisite: concurrent registration in Chemistry 10A-10B or consent of instructor. (Every year.)

**12—Solving Chemical Problems with Computers (2)**

An introduction to general strategies of solving problems with personal computers. The major emphasis will be on the solution of a wide variety of chemical problems using Macintosh SE computers. One lecture and one three-hour laboratory weekly. Prerequisites: Chem 10B (can be taken concurrently) and Math 50. (Spring.)

**20—Analytical Chemistry (3)**

An introduction to the principles and practices of analytical chemistry with an emphasis on quantitative methods. Classical methods such as titrimetric and volumetric analyses as well as instrumental methods involving spectroscopy, electrochemistry, and chromatography will be performed. Some experiments will be of the project type. One lecture and two three-hour laboratory periods weekly. Prerequisites: Chem 10AB and Chem 11AB.

**101A-101B—Organic Chemistry (3-3)**

A two-semester introduction to basic organic chemistry. The major emphasis will be on structure and bonding properties of organic molecules, along with the mechanistic and synthetic aspects of their reactivity. Three lectures weekly. Prerequisite: Chemistry 10AB.

**102A-102B—Organic Chemistry Laboratory (1-1)**

This course is designed to follow the material presented in Chemistry 101A-B. Experimental techniques will be emphasized. Experiments include: recrystallization, distillation, extraction, chromatography, spectroscopy, kinetics, multi-step syntheses, and structure determination methods. One laboratory period weekly. Prerequisite: Chem 11AB and concurrent registration in Chemistry 101A-101B.

**103A-103B—Organic Chemistry (4-4)**

This is an honors-level course in organic chemistry which parallels Chem 101AB-102AB. Lectures cover the structures, properties, and reactions of covalent compounds of the lighter elements. Laboratory involves separation and purification methods, measurement of physical properties, spectroscopy, effects of reaction conditions, organic syntheses and product analyses. Three lectures and one four-hour laboratory period weekly. Prerequisite: Chemistry 10AB and 11AB.

**110A-110B—Physical Chemistry (3-3)**

The first semester focuses on classical principles of physical chemistry, primarily thermodynamics and kinetics. The second semester emphasizes modern physical chemistry including atomic and molecular structure, spectroscopy, and statistical mechanics. Three lectures weekly. Prerequisite: Chemistry 10AB and Mathematics 50 or consent of the instructor.

**121W—Intermediate Experimental Chemistry (3)**

This course, which is designed to follow Chemistry 20, is the second semester of a three-semester sequence in experimental chemistry. It includes experiments and projects that integrate principles and methods in analytical, organic, and physical chemistry with considerable emphasis on instrumental methods. The course has a substantial writing component and will satisfy the proficiency requirement in writing. One lecture and two laboratory sessions weekly. Prerequisite: Chem 20, Organic Chemistry (101/102, or 103), and Chem 110B (can be taken concurrently). (Spring.)

**122—Advanced Experimental Chemistry (3)**

The third semester of a three-semester sequence in experimental chemistry. This course includes laboratory projects that integrate principles and methods in analytical, inorganic, and physical chemistry with considerable emphasis on instrumental methods. One lecture and two laboratory sessions weekly. Prerequisites: Chem 121W and Chem 140. (Fall.)



**130—Biochemistry (3)**

The structure, function, and metabolism of biomolecules. Structures and functions of amino acids, proteins, carbohydrates, lipids, nucleotides, and vitamins are covered, as well as enzyme kinetics, thermodynamics, photosynthesis, metabolism, and the regulation of metabolism. Three lectures weekly. Prerequisite: Chemistry 101AB/102AB or 103AB.

**131—Biochemical Methods (1)**

Selected laboratory techniques, utilizing current analytical methods, are used to identify and analyze biomolecules. The experiments include protein purification, enzyme kinetics, chromatography, and electrophoresis. One four-hour laboratory each week. Prerequisite: Chem 130 (concurrent).

**132—Biosynthesis of Macromolecules (3)**

The biosynthesis of DNA, RNA, and protein are studied, with emphasis on the chemistry and regulation of genes. Recombination, mutations, synthesis of antibodies and viruses, and genetic engineering are covered. Three lectures weekly. Prerequisite: Chem 101AB/102AB or 103AB and Chem 130 or consent of instructor.

**133—Macromolecular Methods (1)**

Selected techniques used to study and analyze macromolecules with emphasis on methods currently used in molecular biology. The experiments include DNA purification and analysis, DNA probes, restriction endonuclease mapping, and transformation. One four-hour laboratory each week. Prerequisite: Chem 132 (concurrent).

**140—Inorganic Chemistry (3)**

The principles which underlie the diverse reactions of Inorganic Chemistry, such as periodicity, bonding, acid-base theory, and crystal field theory, are examined. The chemistry of the elements of the periodic table are discussed utilizing these principles. The various fields within Inorganic Chemistry, including Solid State Chemistry, Coordination Chemistry, and Organometallic Chemistry are introduced. The kinetics and mechanisms of inorganic reactions are also covered. Three lectures weekly. Prerequisites: Previous or concurrent registration in Chem 101B or Chem 103B and Chem 110A. (Spring.)

**145—Bio-Inorganic Chemistry (3)**

A survey of the roles of metallobiomolecules in organisms. The functions, structure, and modes of metal coordination of the more significant molecules are examined in detail and compared to model compounds. The standard physical techniques used in studying these complexes are discussed. Particular emphasis is given to the role of the metal ion(s) and how their inorganic properties affect the activity of the biological compound. Three lectures weekly. Prerequisites: Chem 101B or 103B. (May not be offered every year).

**150—Chemical Ecology (3)**

A study of the chemical interactions between organisms and their environment. This course is concerned with pheromones and allelochemicals, how they are assayed, purified, isolated, and characterized. Tactical, stereospecific syntheses of these compounds are discussed. Three lectures weekly. Prerequisite: Chemistry 101B-102B or 103B. (May not be offered every year.)

**155—Organometallic Chemistry (3)**

An introduction to basic organometallic chemistry with an emphasis on transition metal complexes. The synthesis, structures, and bonding properties of various classes of compounds are examined. The major types of reactivity patterns and reaction mechanisms are discussed. The catalytic properties and industrial applications of important organometallic complexes are highlighted. Three lectures weekly. (May not be offered every year.)

**160—Physical Organic Chemistry (3)**

Applications of modern theoretical concepts to the chemical and physical properties of organic compounds. Among the topics covered are: linear free-energy relationships, acidity functions, mechanisms of nucleophilic and electrophilic substitutions, additions and eliminations, radical reactions and pericyclic reactions. Three lectures weekly. Prerequisite: Chemistry 101B or 103B. (May not be offered every year.)

**170—Membrane Chemistry (3)**

A study of the chemistry and physical processes associated with the formation and function of semipermeable membranes. The course will include both synthetic and naturally occurring membranes. Three lectures weekly. Prerequisites: Chem 101AB/102AB or 103AB and Chem 110A. (May not be offered every year.)

**190—Seminar (1)**

A study of the preparation and presentation of formal seminars in chemistry. Each student will give a seminar on a topic of interest. One hour each week. May be repeated once.

**195—Special Topics in Chemistry (1-4)**

From time to time courses will be given on special topics in chemistry based primarily upon the interests of faculty. Possible topics include photochemistry, polymers, enzyme-catalyzed reactions, nuclear chemistry, and synthetic fuels.

**198—Methods of Chemical Research (3)**

Introduction to the principles and methods of chemical research. The major activity is a research project requiring 8 hours of laboratory work per week. Lab work includes general and advanced techniques with considerable hands-on use of modern instruments and consideration of laboratory safety. Information retrieval including both library work and on-line searches of chemical data bases is included. Students will produce a final written report when the project is completed. Prerequisite: Consent of instructor.



**199—Undergraduate Research (1-3)**

A research problem in experimental or theoretical chemistry under the supervision of an individual faculty member. Projects involve literature searching, on and off campus research, and oral and written reports. Prerequisite: consent of instructor.

**COMMUNICATION STUDIES**

Larry A. Williamson, Ph.D.

Chair

Roger C. Pace, Ph.D.

Linda A. M. Perry, Ph.D.

The Communication Studies program offers two approaches to the study of human communication: Speech Communication and Mass Media Studies. Students pursuing a major in Communication Studies will choose either approach as their area of emphasis. Speech Communication focuses on interpersonal and public communication skills and theory. Mass Media Studies emphasizes the theory, history, and criticism of mass communication. Both areas of emphasis provide students with a knowledge of those fundamental communication skills and concepts so important in a world growing more interdependent. Both are designed to develop knowledgeable consumers as well as providing preparation for advanced study in the field of communication.

All students in the Communication Studies major must complete 36 units of course work in the major including 24 at the upper division level, and an "enhanced minor" in another subject field. An enhanced minor is one which consists of at least 24 units of study in the selected minor field. Six units within the enhanced minor should be upper division units *not* already included in the minor requirements.

**Required Lower Division Core: (12 units)**

Speech Communication Emphasis: 1, 3, 25, 50

Mass Media Emphasis: 1, 3, 20, 30

**Upper Division Core: (18 units)**

Speech Communication Emphasis: 100, 120A, 120B, 150, 160.

Mass Media Emphasis: 100, 102, 130, 137, 168, 135 or 160.

**Upper Division Electives** (either emphasis): 6 units to be selected in consultation with an advisor from among any of the upper division offerings in Communication Studies.

**The Minor:**

Students may pursue a minor in either Speech Communication or Mass Media Studies.

1. Speech Communication Minor: Communication Studies 1 and 3, and 12 units to be chosen from Communication Studies 100, 120A, 120B, 130, 140, 155, 160, 170, 198, or 199.
2. Mass Media Studies Minor: Communication Studies 1, 30, 130, 168, and 6 units to be chosen from Communication Studies 20, 100, 102 or 103, 135, 160, 198, or 199.

[NOTE: No more than 3 Internship units may be applied toward a major or minor in Communication Studies.]

## Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Comm. 3 (3)	Comm. 25,20 or 30 (3)	*Comm. 100 (3)
Comm. 1(3)	Comm. 20 or 30 (3)	Minor (3)	Comm. U.D. (3)
English 21	For. Lang. (3)	G.E. or	Minor (3)
or Logic (3)	G.E. (6)	Electives (9)	G.E. or Electives (6)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Comm. U.D. (3-6)	Comm. U.D. (3-6)	Comm. U.D. (3-6)	Comm. U.D. (3-6)
Minor (3-6)	Minor (3-6)	Minor (3-6)	Minor (3-6)
G.E. or Electives (3-9)	G.E. or Electives (3-9)	Electives (3-9)	Electives (3-9)

\*ALL Communication Studies majors should successfully complete Communication Studies 100-Human Communication Theory by first semester junior year.

NOTE: In order to complete the requirements for the Communication Studies B.A. within four years, students should strive to: 1) Complete all General Education requirements by the time they are second semester juniors; 2) Begin work on the foreign language requirement by no later than the second semester of their freshman year; 3) Begin work on an enhanced minor in their sophomore year.

### 1—Introduction to Human Communication (3)

Examines the principles and contexts of human communication. Some of the subjects surveyed are perception, listening, nonverbal communication, and persuasion. The primary contexts examined include interpersonal, group, organizational, and public communication. This course is a prerequisite for *all* upper level communication studies courses. Fulfills a general education requirement.

### 3—Public Speaking (3)

Introduction to several forms of public communication. Emphasis is placed on the development and practice of public speaking on salient political, cultural, and social issues. Students are taught an audience-sensitive approach to the invention and delivery of public messages. Prerequisite: Communication Studies 1 is recommended. Fulfills general education requirement.

### 20—Journalism I (3)

General study of newspaper production. Methods of news gathering, reporting, writing, editing. The element of the story, the interview, the news conference. Does not fulfill a general education requirement.



**21—Journalism II (3)**

History of journalism and journalists. Area news reporting (science, religion, sports, politics, arts, etc.) advanced writing (critical reviews, features, editorials). Emphasis on style and makeup. College publications used as laboratory. Does not fulfill a general education requirement.

**25—Relational Communication (3)**

Basic tenets of relational communication are discussed. The emphasis is on experiential learning. Topics include the contexts, content and form of communication as it occurs in ongoing personal relationships. Does not fulfill a G.E. requirement.

**30—Broadcasting (3)**

An introduction to the American broadcasting system. The course deals with the origins, historical development, and the present structure, characteristics, and problems of the broadcasting industry, including radio, television, and cable. Does not fulfill a general education requirement.

**50—Group Decision-Making (3)**

An introduction to small group decision-making methods and competition. Students will learn and practice communication, leadership and participation skills associated with group decision-making.

**100—Human Communication Theory (3)**

A survey of human communication theory and principles. Students will be introduced to a variety of theoretical approaches to the study of human communication including mechanistic, psychological, interactive, pragmatic, and rhetorical perspectives.

**102—Film Study I (3)**

The history of film as seen in the work of such early masters as Griffith, Chaplin, Murnau, Von Sternberg, Vigo, Renoir. (Fall every year.) Does not fulfill a general education requirement.

**103—Film Study II (3)**

A study of the art of film; a close examination of films by such modern masters as Bunuel, Bergman, Kurosawa, Ray, Truffaut, and Bertolucci. (Spring, every year.) Does not fulfill a general education requirement.

**120A—Interpersonal Communication (3)**

This course focuses on the dynamics of one-to-one human communication. Various humanistic and social scientific perspectives will be examined. Emphasis is placed on the individual as an active participant/consumer in interpersonal communication settings. Prerequisites: Communication Studies 1 and 25.

### **120B—Organizational Communication (3)**

This class treats the organization as a communication system; emphasis is placed on the application of traditional and contemporary social scientific theories of communication to the complex organizational setting. The role of the organization in persuasive campaigns, the communication techniques, strategies, and problems specific to complex organizational settings will be considered. Prerequisite: Communication Studies 1.

### **130—Theories of Mass Communication (3)**

An examination of mass communication theories and theorists. Emphasis is placed on the development of informed, critical consumption of various forms of mass media. Specific topics include the diffusion process, the audiences for mass communication messages, the diverse nature of various media and mass media as cultural, psychological and sociological change agents. This course will also explore the various functions or roles which the mass media serve for individuals and social groups. Prerequisite: Communication Studies 1.

### **135—Topics in American Broadcasting (3)**

Varied broadcasting issues will be the focus of the course in different semesters. They will include such subjects as the policies and performance of governmental regulation of broadcasting, the organization and economics of the industry today, programming practices and criticism, or radio and television history. Recommended prerequisite: Communication Studies 1.

### **140—Human Symbolic Processes (3)**

Several predominant theories of human symbol use will be examined: semantics, linguistics, symbolic interaction, and dramatism. Students will compare and contrast various perspectives on the nature of human symbolic processes. Prerequisite: Communication Studies 1.

### **145—Gender Communication (3)**

Overview of the relevant research on gender issues. Communicator styles of women and men are discussed. Attitudes and beliefs concerning female and male cultural stereotypes as they are manifested through communication are investigated. Prerequisite: Communication Studies 1.

### **150—Small Group Communication (3)**

An examination of theories and principles of group communication. Students will study interaction and attitude variables which influence the nature of group communication including norms and roles, leadership, motivation, coalition formation, communication networks, and persuasion. Prerequisites: Communication Studies 1 and 50.



**155—Interviewing: Principles and Practices (3)**

Emphasis is placed on the student's roles as both interviewer and interviewee. The application of methods and techniques to a variety of purposeful dyadic situations will be examined. Students will prepare, participate in, and critique employment, survey, journalistic, and other types of interviews. Prerequisite: Communication Studies 1.

**160—Theories of Persuasion (3)**

Focus is on the various forms of interpersonal, public, and mass persuasion messages that we consume daily. Students will be exposed to traditional humanistic (rhetorical) and social psychological perspectives which address the nature, criticism, and the invention of persuasive messages. Prerequisite: Communication Studies 1.

**165—Communication Research Methods (3)**

Overview of communication research methodologies. Students will be exposed to the prevailing paradigms of qualitative and quantitative research. The descriptive and explanatory values of historical, statistical, and survey methodologies will be examined. Prerequisite: Communication Studies 1.

**168—History of the Mass Media in the United States (3)**

A survey of the origins and development of the mass media in the United States from the colonial newspaper to modern television. (Cross-listed as History 168.)

**170—Topics in Rhetorical Theory (3)**

This course will trace the evolution of rhetorical theory/philosophy from its birth in Athens to the present. By focusing on a few of the central issues that rhetorical scholars have dealt with over this 2300 year span, students will explore: 1) The role of rhetorical theory in western societies; 2) the nature of rhetoric as a means of symbolic inducement, (as a tool for persuasion); 3) the importance of rhetorical principles of composition; 4) the utility of a general rhetorical sensitivity in the critique and understanding of contemporary discourse. Active student participation in a seminar environment is expected. Prerequisite: Consent of instructor. (Cross-listed as English 211)

**193—Human Communication (3)**

A survey of the communication process (hearing, speech and language) and of development and disorders in auditory, central or expressive processes. (For the classroom teacher or teacher of the handicapped.) Does not fulfill a general education requirement.

**198—Communication Internship (2-3)**

Participation as an intern in either radio or television broadcasting; public relations/advertising; organizational communication. Open *only* to seniors in Communication Studies. Prerequisite: Consent of instructor.

**199—Independent Study (1-3)**

Consent of Instructor

**COMPUTER SCIENCE**

Virginia Stover, Ph.D., Program Director

Dwight R. Bean, Ph.D.

Robert R. Corbeil, Ph.D.

William E. deMalignon, M.A., M.S.

Stanley J. Gurak, Ph.D.

Stacy Langton, Ph.D.

Luby Liao, Ph.D.

Jack W. Pope, Ph.D.

Lukasz Pruski, Ph.D.

Eugene J. Rathswohl, Ph.D.

Lynne B. Small, Ph.D.

Ray H. White, Ph.D.

Computer Science is the system of principles and theory which deals with what computers do. It studies the nature of computation. For any given problem, it asks whether the answer can be computed, and, if so, what are the most efficient and practical ways to do the computation. (Often the methods that are best for machines are quite different from those that are practical for human beings.)

Computers are machines which manipulate abstract symbols according to specified rules. Therefore, Computer Science relies heavily on abstract reasoning and mathematics. The mathematics involved is usually quite different, however, from traditional mathematics. Much of it has been developed recently in response to the development of computers.

As an academic discipline within the liberal arts tradition, Computer Science has ties with many other disciplines. The natural sciences provide the physical principles upon which computers are built. Computer Science serves the sciences, engineering and business in providing the means to perform complex calculations and to analyze large amounts of data. Psychology and philosophy share with Computer Science the desire to understand the nature of reason, language, and intelligence.

The most important skills needed by a prospective computer scientist are (1) an excellent command of one's native language; (2) the ability to think in a mathematical way.

Note: The programming language which is used in the introductory programming courses, C.S. 50 and 51, is Pascal. Furthermore, many of the upper division Computer Science courses assume a knowledge of Pascal. The Pascal language was designed specifically for use in teaching Computer Science, and as a means of encouraging good programming habits. Many of the ideas which are emphasized in C.S. 50 and 51 use features of Pascal which simply do not exist in older programming languages, such as FORTRAN, COBOL, or BASIC. Consequently, a knowledge of one of these other languages is not an adequate substitute for C.S. 50 or C.S. 51.

**The Major:**

1. Lower division preparation for the major.

Computer Science 50 — Computer Programming I (4)

Computer Science 51 — Computer Programming II (4)

Computer Science 80 — Introduction to Assembly Language (3)

Mathematics 50 — Calculus I (4)



## Mathematics 51 — Calculus II (4)

## 2. Upper division (25 units)

## a. Required courses

Computer Science 100 —	Principles of Digital Hardware (4)
Computer Science 110 —	Operating Systems (3)
Computer Science 130 —	Data Structures and Algorithms (3)
Computer Science 160 —	Principles of Programming Languages (3)
Computer Science 170 —	Automata, Computability, and Formal Languages (3)

## b. Three (3) upper division elective courses chosen from:

Computer Science 115 —	Systems Programming (3)
Computer Science 120 —	Electronics I (4)
Computer Science 121 —	Electronics II (4)
Computer Science 131 —	Numerical Analysis (3)
Computer Science 135 —	Introduction to File Processing (3)
Computer Science 145 —	Database Management Systems Design (3)
Computer Science 150 —	Computer Graphics (3)
Computer Science 155 —	Digital Modeling and Simulation (3)
Computer Science 180 —	Algorithms (3)
Computer Science 190 —	Special Topics (3)
Computer Science 199 —	Independent Study(1-3)

## c. It is highly recommended that Computer Science majors pursue a minor in a related field such as Mathematics, Physics, or Business Administration

## d. It is also recommended that Computer Science majors take Mathematics 134, Combinatorics, for additional background in mathematics.

**The Minors**

Students wishing to major in another field while also developing competency in the use of computers are encouraged to choose one of the minors described below. In order to meet the special needs of students, the University offers two different minors — one in “Computer Science” and the other in “Information Science.”

**The Minor in Computer Science:**

The Computer Science minor is intended for students who have a general interest in the workings and uses of computers.

Minimum requirements for the minor in Computer Science are:

- A. Computer Science 50
- B. Computer Science 51
- C. Ten additional units at least six of which are in upper division courses (Computer Science 100 or above).

NOTE: Computer Science 6 **may not** be applied toward the requirements for the minor in Computer Science.

**The Minor in Information Science:**

The Information Science minor is intended for students who have a special interest in the analysis, design, implementation and use of computer-based information systems and organizations.

Students minoring in Information Science must complete the following:

- A. Computer Science 50
- B. Computer Science 51
- C. Ten additional units at least six of which are in upper division courses chosen from:
  1. The Computer Science offerings listed in this Bulletin, except that Computer Science 6 **may not** be applied to the minor. Computer Science 130, 135 and 145 are highly recommended.
  2. Business Administration 185 — Management Information Systems.

**Recommended Program of Study**

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
CS 50 and Math 50 or Math 11,12 G.E. or Elective (7-12)	CS 50 or CS 51 Math 50 or 51 G.E. or Elective (7-8)	CS 51 or CS 80 (Math 51) G.E. or Elective (7-13)	(CS 80) CS 100 G.E. or Elective (9-12)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
CS 110 CS 130 G.E., Elect. (9-10)	CS 160 CS ud Elective G.E., Elect. (9-10)	CS 170 CS ud Elective G.E., Elect. (9-10)	CS ud Elect (3-6) G.E., Elect. (12-13)

**Lower Division Courses****6—Introductory Computer Programming (3)**

An elementary introduction to computers for non-majors. Computer organization. Structured programming in a simple computer language. Program design, documentation, debugging, and testing. NOTE: This course does not satisfy any of the requirements for the Computer Science major or minor and is not a substitute for Computer Science 50.

**16—Computer Fundamentals (3)**

A development of the basic principles of digital computer hardware. Two lectures and one three-hour laboratory per week. Crosslisted as Physics 16. Prerequisite: Mathematics 11 or equivalent.



**50—Computer Programming I (4)**

Algorithms and programming in a structured language. Simple data types. Control structures. Arrays and records. Functions and procedures. Program design, documentation, debugging, testing and verification. Prerequisite: Mathematics 11 or the equivalent. NOTE: Computer Science 6 is not a prerequisite.

**51—Computer Programming II (4)**

Continuation of Computer Science 50. Files. Stacks and queues. Pointers and linked lists. Trees. Recursion. Introduction to searching and sorting. Prerequisite: Computer Science 50 or equivalent.

**55—FORTRAN Programming (1)**

Introduction to programming in structured FORTRAN. Prerequisite: Computer Science 50 or the equivalent. NOTE: This course does not satisfy any of the requirements for the major in Computer Science.

**60—Programming Languages (1-3)**

Introduction to a particular high-level programming language (e.g., Ada, C, COBOL, Lisp, or Prolog). Programming assignments appropriate to the language studied. Prerequisite: Computer Science 50 or equivalent. NOTE: This course does not satisfy any of the requirements for the major in Computer Science.

**80—Introduction to Assembly Language (3)**

Machine structure. Machine language. Assembly language instructions and addressing modes. Data representations. Subroutines. Macros. Traps and interrupts. Input and Output. Prerequisite: Computer Science 51.

**Upper Division Courses****100—Principles of Digital Hardware (4)**

Combinational and sequential registers, logic, arithmetic units. Introduction to computer architecture. Three lectures and one laboratory per week. Prerequisite: Computer Science 51 or consent of instructor.

**110—Operating Systems and Computer Architecture I (3)**

Principles of computer operating systems. Process management. Memory management. File systems. Protection. Deadlock. Concurrent programming. Prerequisites: Computer Science 80 and Computer Science 100 or equivalent courses.

**115—Systems Programming (3)**

I/O structure and programming. Device drivers. Structure of execution modules, linkers. Reentrant code. Operating systems requirements. Case studies. Prerequisite: Computer Science 80.

**120—Electronics I (4)**

Development of the principles of direct current and alternating current circuits. Electrical measurement techniques. Electronics with discrete components — active and passive. Power supplies and the principles of amplifiers. Three lectures and one laboratory per week. Prerequisites: Physics 50 and concurrent registration in Physics 51, Mathematics 14 or 50. This course is cross-listed as Physics 120.

**121—Electronics II (4)**

Transducers — designing electronic systems with integrated circuit packages. Digital electronics and large scale integrated circuits. Electronic systems — calibration and utilization. Three lectures and one laboratory per week. Prerequisite: Computer Science 120 or Physics 180. This course is cross-listed as Physics 121.

**130—Data Structures and Algorithms (3)**

Data structures and their application in programming. Abstract data types. Linked lists, stacks, queues, trees, graphs. Sorting, searching, hashing. Prerequisite: Computer Science 51.

**131—Numerical Analysis (3)**

Approximate computations and round-off errors. Taylor expansions. Numerical solution of equations and systems of equations. Systems of linear equations. Numerical integration. Numerical solution of differential equations. Interpolation. Problem solving on the computer. Cross-listed as Mathematics 131. Prerequisites: Mathematics 51 and Computer Science 50.

**135—Introduction to File Processing (3)**

Bulk memory storage devices. Data structures. Sequential and random access techniques. File Input/Output. Prerequisite: Computer Science 130.

**145—Database Management Systems Design (3)**

Introduction to database concepts. Data models. Query facilities. File organization and security. Prerequisite: Computer Science 135.

**150—Computer Graphics (3)**

The development of high-level, device-independent graphics routines. Basic line drawing algorithms, text design, and other graphics primitives. 2-D representations of coordinate systems, image segmentation, and windowing. Prerequisites: Computer Science 51 and Mathematics 50.

**155—Digital Modeling and Simulation (3)**

Mathematical modeling. Probabilistic and deterministic simulations. Pseudo-random number generators. Event generators. Queueing theory. Game theory. Continuous models involving ordinary and partial differential equations. Prerequisites: Computer Science 51 and Mathematics 51.



**160—Principles of Programming Languages (3)**

The organization of programming languages with emphasis on language semantics. Language definition, data types, and control structures of various languages. Prerequisite: Computer Science 51 (Computer Science 80 is recommended.)

**170—Automata, Computability, and Formal Languages (3)**

Finite state machines. Formal grammars. Computability and Turing machines. Prerequisites: Computer Science 130 or upper division mathematics course.

**180—Algorithms (3)**

Advanced theory of algorithms. Topics may include: algorithm analysis; algorithm design techniques; computational complexity. Prerequisites: Computer Science 130 and Mathematics 51.

**190—Special Topics (3)**

Topics of special interest chosen by the instructor. Prerequisites: Computer Science 51 and consent of the instructor. NOTE: Computer Science 190 may be repeated for credit with a different topic.

**199—Independent Study (1-3)**

Individual study including library or laboratory research or program writing. A written report is required. Prerequisites: Computer Science 51 and consent of instructor. NOTE: Computer Science 199 may NOT be repeated for credit.

**ELECTRICAL ENGINEERING**  
**(Dual B.S./B.A. Degree Program)**

**Thomas A. Kanneman, Ph.D., Chair**  
**Department of Physics and Engineering**  
**Director, Electrical Engineering Program**

**Thomas F. Schubert, Jr., Ph.D., P.E.**  
**Ray White, Ph.D.**

Recognizing the rapidly evolving areas of high technology, as well as the application of this advanced technology to traditional areas of industry, business and government, the University of San Diego has expanded its curricular offerings with an electronics oriented electrical engineering program which complements its existing strong majors in computer science, physics, chemistry, and mathematics and the life sciences.

This new program, which admitted freshman starting in the Fall of 1986, is a dual B.S./B.A. degree program with a major in Electrical Engineering. The program is built upon a solid foundation in mathematics, physics, computer science and chemistry, as well as a strong general education component. In addition to a sound preparation in engineering with an emphasis in electrical/electronics engineering science, design and professional practice, additional preparation and integration is devoted to written and oral communication, human values and relations and engineering ethics, as well as to economic, social, legal, safety and engineering management considerations in engineering practice.

The electronics engineering specialty emphasis includes computer-aided engineering, electronic circuits, devices and systems, digital systems logic design, electronic communications, control systems, signal processing, instrumentation and testing. Special emphasis is placed on the use of the computer as an engineering tool and as an integral component in modern engineering products and systems. Modern laboratory instruction supports and complements theory and practice components of the curriculum to ensure that the graduate will be prepared to meet the challenges of entry to professional practice at the bachelor's level.

The Electrical Engineering (EE) program has been designed and developed with strong participation of the corporate community, including the particularly valuable assistance of USD Corporate Associates and the American Electronics Association and its member companies in the San Diego area. The curriculum has been designed to meet professional accreditation requirements under the auspices of the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). Engineering faculty are selected with emphasis on qualifications needed to support the goals of professional accreditation and a professional practice oriented engineering program. USD is committed to seeking professional accreditation by EAC/ABET on a schedule which will cover all graduates of the program.

In order to meet the traditions of USD for quality undergraduate education, the curriculum requirements for professional accreditation, and the ever increasing demands by industry for a more broadly educated engineer capable of meeting the future demands and challenges of changing technology in a global economy and society, the USD program is structured as a nine (9) semester integrated program of study. The nine semester program allows for more effective structuring and sequencing of critical foundations in the natural sciences, as well as providing the opportunity for additional depth in the area of electronics engineering design and practice. In addition, this structure provides for the opportunity for two upper division level summer internship/co-op experiences under a formal program in cooperation with local and national engineering firms, thus providing for valuable practical engineering experience, as well as potential contacts for career opportunities upon graduation. Scholarships and financial aid programs are available for the full nine semester program.

#### **Special Restrictions on the Use of the Pass/Fail Option**

For the EE major, pass/fail is not permitted in any course specifically required by course prefix and title (e.g. Math 52, Calculus III, Phil 142, Engineering Ethics, etc.). Pass/fail enrollment in certain general education elective courses which are used to satisfy the general education requirement beyond specific titled courses require the prior approval of the EE Program Director, and may be utilized for a maximum of 21 units of such elective courses. With the foregoing exceptions, the general university pass/fail regulations apply.

#### **Special Program Pattern for NROTC Students**

NROTC requirements add 21 to 24 units to the standard program for the EE major. To meet the needs of NROTC and the EE major, a special 4½ year program pattern has been constructed utilizing winter and summer short



sessions, and one regular summer session. The pattern of this special program is available from the Professor of Naval Science or the EE Program Director. The NROTC scholarship covers the full 4½ year program.

### Engineering Related Transfer Patterns

Students who wish to pursue a transfer program in other engineering or related disciplines should consult the EE Program Director for a recommended transfer pattern of study.

### REQUIREMENTS FOR THE MAJOR (111 semester units):

The requirements listed below also satisfy the General Education requirements in mathematical competency, natural sciences, and the upper division writing course (i.e. Engr. 190W).

#### Mathematics and Basic Science Requirements (40 semester units):

Mathematics (21 units): Math 50, 51, 52, 110A, 110B, 140.

Physics (11 units): Phys 50, 51, 52.

Chemistry (5 units): Chem 9 (or Chem 10/11 AB or equivalent).

Life Science Elective (3 units): Biology, or ENVI 2, or MARS 11.

#### General Engineering Requirements (40 units):

These courses include units in engineering science and other subject requirements in support of engineering practice:

Engr 5, 10, 15, 20, 60, 110, 115, 120, 125, 130, 150, 190W, 192.

Upon approval of EE Program Director, Engr 10 & 15 may be satisfied by Comp Sci 50 & 55; Engr 110 by Comp Sci 100.

#### Electrical/Electronics Engineering Requirements (31 units):

These courses include units in engineering science, engineering design and specialty area.

EEE 132, 140, 142, 160, 161, 170, 171, 194.

### Recommended Program of Study\*

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Math 50 (4)	Math 51 (4)	Math 52 (4)	Math 110A (3)
Engr 5 (3)	Physics 50 (4)	Physics 51 (4)	Physics 52 (3)
English 21 (3)*	Engr 10 (2)	Engr 20 (2)	Engr 60 (4)
Rel (3)	Chem 9 (5)	Engr 15 (2)	Comm 3 (3)*
For Lang III (3)	Phil 2 (3)*	Econ 2 (3)*	CCI (1)
		Rel (3)	Phil (3)
Junior Year		Senior Year I	
Semester I	Semester II	Semester I	Semester II
Math 110B (3)	Math 140 (3)	Engr 150 (3)	EEE 142 (4)
Engr 115 (3)	Engr 125 (4)	EEE 132 (4)	EEE 160 (4)
Engr 120 (3)	Engr 130 (4)	EEE 140 (4)	EEE 170 (4)
Engr 110 (4)	Engr 190W (3)	Engr 192 (3)	Hist (3)
Psyc 175 (3)*	Phil 142 (3)*	Life Sci (3)	Rel U.D. (3)

## Senior Year 2

### Semester I

EEE 194 (3)  
 EEE 161 (4)  
 EEE 171 (4)  
 Fine Arts (3)  
 Literature (3)

\*The courses marked with an asterisk are specific GE courses required for the EE Program. Substitutions must be approved by the EE Program Director.

NOTE: Many engineering, mathematics, and science courses are offered only in the Fall or Spring semester, but not both. Consult individual course sections for semester-offering pattern, or see the EE Program Director.

### General Engineering Courses (ENGR)

#### 5—Introduction to Engineering (3)

Introduction to engineering profession. Problem solving concepts and tools; computer usage. Introduction to the design process. Techniques and applications of engineering graphics using pencil/paper and computer graphics media. Intended for majors in engineering or those exploring careers in engineering and related applied sciences. Four hours lecture-recitation-laboratory. Prerequisite: Math 11; concurrent enrollment: Math 12 or 50. (Every Fall.)

#### 10—Engineering Programming Languages I (2)

Fundamentals of computer usage and programming in a structured high level language commonly utilized in general engineering problem solving and computation. Application programming problems illustrating programming techniques, analysis techniques, and program documentation relating to engineering problem solving. Three hours lecture-recitation-laboratory. Prerequisites: Engr 5, Math 12. (Every Spring.)

#### 15—Engineering Programming Languages II (2)

Fundamentals of computer usage and programming in a structured high level language commonly utilized in computer engineering design and applications. Programming techniques and program documentation. Three hours lecture-recitation-laboratory. Prerequisites: Engr 5, Math 12. (Every Fall.)

#### 20—Introduction to Computer-Aided Engineering (2)

Computer-aided analysis and design; computer graphics. Formulation, planning, development, and documentation of a team design project. Written and oral project proposals, design status reports, and final project report. Three hours lecture-recitation-laboratory. Prerequisites: Engr 5, 10, Math 50, Phys 50. Concurrent enrollment: Phys 51. (Every Fall.)



**60—Electrical Networks (4)**

Electrical element physical behavior and component models. Network laws and analysis techniques. Time and frequency domain techniques for the analysis of linear and non-linear networks. Analytical and numerical methods. Laboratory circuit design, testing, and verification. Three hours of lecture and one laboratory weekly. Prerequisites: Math 52, Phys 51, Engr 10; Concurrent enrollment: Math 110A. (Every Spring.)

**110—Microcomputer Systems & Programming (4)**

Fundamentals of combinational and sequential logic. Data representation and arithmetic unit operations. Microcomputer system organization and operations. I/O device operation and programming. Memory systems. Three hours of lecture and one laboratory weekly. Prerequisite: Engr 15. (Every Fall.)

**115—Material Science for Electrical Engineering (3)**

Properties of materials commonly used in electrical and electronics devices. Semiconductor physics. Metal semiconductor contacts, P-N junctions, light-interacting devices. Schottky diodes, bipolar and field effect transistors, planar and thin film IC devices. Device characterization and modeling. Circuit design for basic device configurations. Three hours of lecture. Prerequisites: Math 52, Phys 52, Chem 9, Engr 60. (Every Fall.)

**120—Principles of Electrical Systems (3)**

Fundamentals of electrical power circuits and devices. Electromechanics. Theory and operation of magnetic circuits, transformers, incremental motion electromechanical systems, electric machines. Network principles and analysis techniques. Power transmission principles. Three hours of lecture. Prerequisites: Engr 60, Math 110A, Engr 10. (Every Fall.)

**125—Dynamics of Physical Systems (4)**

Mathematical models of physical devices and systems. Mechanical, electrical, fluid, thermal, and hybrid systems. Component and interconnection laws. Time, frequency and transform domain techniques. System analogies, simulation models. Computer-aided analysis and simulation. Three hours of lecture and one laboratory weekly. Prerequisites: Engr 60, Math 110A, Engr 10, Phys 52; Chem 9 recommended. (Every Spring.)

**130—Principles of Electronics Engineering (4)**

Analysis and design of analog and digital electronic devices, circuits and systems. Low and high frequency models. Design features and characteristics of integrated circuit operational amplifiers, logic gates and other digital logic building block elements. Computer-aided analysis and design using SPICE. Laboratory design, testing and verification. Three hours of lecture and one laboratory weekly. Prerequisites: Engr 10, 60. (Every Spring.)

### 150—Signal and System Analysis (3)

Continuous, discrete, and hybrid signal and system analysis. Convolution, Fourier series and transforms, Fourier analysis of discrete systems. Laplace and Z-transform techniques. State space analysis. Digital filters. Computer-aided design. Three hours of lecture. Prerequisites: Engr 130, Math 110A. (Every Fall starting Fall, 1989.)

### 190W—Engineering Communications (3)

Planning and preparing engineering publications and oral presentations, based on directed library research related to current engineering topics and practice. Written and oral reports; engineering/management context. Three hours of lecture-recitation. Prerequisites: Engr 60, Engr 20; Comm 3 or 150 recommended. Concurrent enrollment in Engr 130. (Every Spring.)

### 192—Engineering Practice (3)

Ethical, economic, and societal considerations in engineering practice. Engineering codes of ethics and their application to issues in engineering practice. Analysis of conflict cases. Product liability and engineering safety. Industrial organization. Introduction to project engineering, planning, control, and management. Engineering economics. Guest lectures. Field trips. Three hours of lecture-recitation. Prerequisites: Engr 20, 130, 190W; Psych 175 recommended. (Every Fall starting Fall, 1989.)

## Electrical/Electronics Engineering Courses (EEE)

### 132—Electronic Circuit Design (4)

Analog and digital electronic circuit design with an emphasis on integrated circuit realization. Computer aided design using SPICE and other CAD/CAM application programs. Introduction to feedback amplifier and active filter design. Special devices and applications. Three hours of lecture and one laboratory weekly. Prerequisites: Engr 20, 130. (Every Fall starting Fall, 1989.)

### 140—Systems Logic Design (4)

Analysis and design of combinational and sequential digital networks using medium and large scale integrated circuit building blocks. Programmed logic design and applications using microcomputers. Digital design languages. Computer emulation and computer-aided logic design. Three hours of lecture and one laboratory weekly. Prerequisites: Engr 110, 130. (Every Fall starting Fall, 1989.)

### 142 Computer Applications and Systems Design (4)

Design of microprocessor and special purpose VLSI logic circuit-based components and systems. Microcomputer data acquisition, control, timing, I/O, and interfacing. Computer-aided testing. Applications in communications and control. Design projects. Three hours of lecture and one laboratory weekly. Prerequisite: Engr 140. (Every Spring starting Spring, 1990.)



**160—Control Systems Design (4)**

Analysis and design of linear feedback systems. Control components. Time, frequency, and transform domain representations and design techniques. System specifications, performance indices, evaluation and testing. Controller and compensator design; frequency and state-variable techniques. Introduction to sampled-data and discrete-time systems. Computer-aided design and simulation. Introduction to non-linear systems behavior and control. Three hours of lecture and one laboratory weekly. Prerequisites: Engr 125, 150, Math 110B. (Every Spring starting Spring, 1990.)

**161—Digital Signal Processing and Control (4)**

Principles of digital signal processing and control. Communication and control applications. Systems design using general-purpose microcomputers, and special-purpose DSP chips. Applications for deterministic and random signals. Computer-aided analysis and design. Three hours of lecture and one laboratory weekly. Prerequisites: EEE 160; Engr 110; Math 140. (Every Fall starting Fall, 1990.)

**170—Communication Principles and Circuits (4)**

Signal analysis. Analog and digital modulation and detection techniques. Modern communication circuits and devices. Principles and applications of phase-locked loops. Three hours of lecture and one laboratory weekly. Prerequisites: EEE 132, Engr 150, Math 140. (Every Spring starting Spring, 1990.)

**171—Communication Transmission Principles (4)**

Principles of electromagnetic fields, propagation, and transmission. Maxwells equations; classical solutions using boundary conditions. Microwave transmission line principles and applications. Waveguides; fiber optics. Introduction to antennas and cable communication transmission principles. Computer-aided analysis and design. Three hours of lecture and one laboratory weekly. Prerequisites: Engr 150, EEE 132, Engr 110, Math 110B. (Every Fall starting Fall, 1990.)

**194—Electronics Engineering Design (3)**

Principles of engineering design of electronic circuits and systems. Technical and non-technical considerations. Planning, evaluation, and documentation of an engineering design project. Written and oral proposal, design reviews, and final project report. Application of computer-aided analysis and design. Two hours of lecture-recitation and one laboratory weekly. Prerequisites: Engr 20, 192, EEE 142 or 160 or 170; Concurrent enrollment EEE 161 or 171. (Every Fall starting Fall, 1990.)

**196—Special Topics in Engineering (1-4)**

Special topics seminar in areas of special interest to current engineering practice in electrical/electronics/computer engineering. Prerequisite: Upper division standing and permission of instructor. May be repeated for credit.

**197—Engineering Internship/Co-op Experience (1-3)**

Directed junior level internship/co-op experience in engineering research, design, development, manufacturing, or other engineering activity. Usually involves a three-month summer work assignment with industrial firms or government agencies. Written report required. Credit not applicable to minimum program graduation requirements. Prerequisite: Second-semester Junior standing in the EE major or permission of instructor. Placement contingent upon approval of participating agency. May be repeated for credit. (Every Summer.)

**198—Engineering Internship/Co-op Experience (1-3)**

Directed Senior level internship/co-op experience. See EE 197 for course description. Prerequisite: Second-semester Senior standing in the EE major or permission of instructor. Placement contingent upon approval of participating agency. May be repeated for credit. (Every summer.)

**199—Independent Study (1-3)**

Individual project in creative design and synthesis under the general supervision of a participating professor. Project documentation and written report or paper intended for publication. Prerequisite: Second-semester Junior standing in the EE major or approval of instructor. Project proposal must be submitted and approved prior to enrollment. (Every semester.)

**ENGLISH**

Barton Thurber, Ph.D., Chair  
 Eren Branch, Ph.D.  
 Cynthia Caywood, Ph.D.  
 Dennis M. Clausen, Ph.D.  
 Joanne Dempsey, Ph.D.  
 Sister Sally Furay, Ph.D., J.D.  
 Lee F. Gerlach, Ph.D.  
 Ronald H. Hill, Ph.D.  
 Benjamin M. Nyce, Ph.D.  
 Irving W. Parker, M.A.  
 Mary Quinn, Ph.D.  
 Sister Elizabeth Walsh, Ph.D.  
 Irene Williams, Ph.D.

**The English Major and the Writing Major**

The English major and the Writing major are especially designed for those who are interested in perfecting their reading and writing skills. The ability to read with understanding and to communicate clearly is of critical importance in every field, from medicine and law to systems analysis. The business and professional worlds are increasingly interested in applicants who have gained a deeper insight into themselves and others, are trained to think critically and logically, able to interpret rapidly and accurately, and able to articulate their observations and conclusions with clarity and precision. A major in English or in Writing is designed with these goals in mind.



### A Note From The English Faculty:

We teach literature out of our conviction that it is the most useful thing we can do for our students, and not solely in the long run. We don't necessarily teach literature because it's beautiful, or because it's part of our heritage, or because it will help our students generalize about experiences they don't know they're going to have — although all these statements are true. We do it because literature, particularly as fiction, comprises the most intense experience we can have with language. Its resonance and ambiguity concentrate and objectify the expressive power of language; and, since all language is metaphor, as theorists from Aristotle to Noam Chomsky have recognized, it is also the most significant locus of new meaning we possess. Fiction's reliance on metaphor doesn't just make it pleasant, it makes it vital — as the one arena where metaphor can be recognized as such, in concentrations great enough to make a rough analysis of its subterranean processes possible. The economy of fiction makes it (or any part it) the most *efficient* exercise in metaphoric thinking yet invented. And to read, really read, is to witness the metaphor, understand it, control it, and extend it — which is why we teach reading when we teach writing. It is also why *King Lear* is as readable in the end as the latest best seller. Not because it's old, or because Shakespeare wrote it. It's a better example of controlled metaphoric thinking. It's more fictive — more useful. In the end, therefore, our goals are practical in the broadest sense; since we all use language all the time, and are used by the language we speak, our aim is to allow our students to determine the nature of their own experience, not be determined by it.

### MAJOR REQUIREMENTS

The student majoring in English must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

**Lower Division preparation:** English 21, 26, 27, 28 and 22 or 23.

**The Major:** Twenty-seven units of upper division work. This should include: one course in Shakespeare; two courses in medieval, renaissance or eighteenth century English literature, in two of these three areas; one course in nineteenth century English literature; one course in American literature; one course in contemporary British or American poetry; and three upper division elective courses.

The student is advised to include courses in each of the principal genres, i.e., poetry, drama, and fiction, in the twenty-seven units.

**The Writing Major in English:** Students interested in the Writing Major should consult the chair. Thirty-three units of Upper Division work are required, including English 116, 119, 123, 142 or 144 or 148, 155 or 157, 152 or 156 or 168, 162, 175, 176, 190, and 196. Four college level courses in a modern foreign language are also required.

**Credential candidates** are required to take English 175 and 190.

**The Minor:** English 21, 26, 27, and nine upper division units.

The prerequisite for all upper division courses is three lower division English classes or completion of the GE literature requirement and Junior standing.

## Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	English 28 (3)	English 26 (3)	English 27 (3)
English 21 (3)	History 12 (3)	G.E. or	English 22 or 23 (3)
History 11 (3)	G.E. or	Elective (12-14)	G.E. or
G.E. or	Elective (9-10)		Elective 12-14)
Elective (6-7)			

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
English (6)	English (6)	English (9)	English (6)
G.E., Minor or	G.E., Minor or	G.E., Minor or	G.E., Minor or
Elective (9)	Elective (10)	Elective (9)	Elective (10)

NOTE: Students enrolling in lower division English courses are encouraged to first take English 21, or have passed the writing competency examination.

While every effort is made to schedule individual courses in the semester indicated, students should consult the Chair to determine exactly when a particular course may be given.

### 1—Basic Composition (3)

Training in modes of expression, sentence structure, paragraphing, besides that given in required lower division courses. (Every semester.)

### 21—College Composition and Literature (3)

Selected readings in English and American literature from the beginnings to the present. Students will be introduced to major literary genres. Compositions regularly assigned, graded and returned with brief written comment. Instruction in principles of expository writing. (Every semester.)

### 22—Literature II: Poetry (3)

Readings from selected works of major poets like Homer and Virgil, and from Chaucer to contemporary poets, British and American. Frequent critical essays assigned. (Every semester.)

### 23—Literature III: Drama (3)

A reading course in world dramatic literature from earliest times to the present. Frequent critical essays assigned. (Every semester.)

### 25—American Literature (3)

Selected readings in the literature of the United States. A study of various genres in 20th century literature. Frequent critical papers assigned. (Every semester.)

### 26—Major British and American Texts - Beginnings to 1800 (3)

A survey of early British and American literature, involving representative texts and genres. (Every semester.)

### 27—Major British and American Texts - 1800 to Present (3)

A survey of later British and American literature, involving representative texts and genres. (Every semester.)



**28—Modern World Literature (3)**

A reading course. Representative works of poetry, fiction, and drama written during the last hundred years by foreign authors. Frequent critical essays assigned. (Every semester.)

**36—Creative Writing Workshop (3)**

An introduction to the theory and practice of imaginative writing, primarily fiction and poetry. Analysis and discussion of work submitted by students. Readings in the theory and craft of literature and in selected works by contemporary authors. Prerequisite: a college level composition course. Recommended for English Majors. (Fall.)

**100—Literature and the Bible (3)**

A study of the various literary modes represented in the Bible: myth, epic, history, narrative, wisdom, poetry and prophecy. The central text is the King James version of the Bible. Representative figures may include: Milton, Herbert, Hopkins, Eliot, Rilke. (Spring.)

**105—Studies in Medieval Literature (3)**

Topics include: Anglo-Saxon Poetry, Dante, Medieval Romance, The Pearl-Poet, William Langland, Medieval Mystics (in translation). Alternates with Middle English Readings in the original dialects.

**109—Chaucer (3)**

Reading and critical analysis of the principal works of Chaucer, primarily of *The Canterbury Tales*. Students will be expected to master the fundamentals of Chaucer's language. (Fall.)

**113—Sixteenth Century Studies (3)**

Selected readings from prose and poetry of the sixteenth century. (Fall.)

**116—Shakespeare 1 (3)**

Studies in the development of the dramatic structure and stagecraft of the plays. Consideration of each of the Shakespearean kinds of poetry and poetic drama with emphasis on the comedies and histories. (Fall.)

**117—Shakespeare 2 (3)**

Studies of the connections and special claims of poetic and dramatic structures with emphasis on the tragedies and romances. (Spring.)

**118—Renaissance Drama (3)**

Plays of Marlowe, Jonson, Beaumont and Fletcher, Webster, and others. (Fall.)

**119—Seventeenth Century Studies (3)**

Selected readings from prose and poetry of the seventeenth century. (Fall.)

**120—Milton (3)**

A reading course concentrating on *Paradise Lost* and *Samson Agonistes*; includes shorter poems and selected prose. (Spring.)

- 123—Eighteenth Century Studies (3)**  
Selected readings from prose and poetry of restoration and eighteenth century literature. (Spring.)
- 126—Restoration and 18th Century Drama (3)**  
Readings from the plays of Dryden, Etherege, Wycherley, Congreve, Sheridan, and others. (Fall/Spring.)
- 128—Fiction from the 16th to 19th Century (3)**  
A study of the development of fiction from Sidney's *Arcadia* though the Gothic novel. (Fall.)
- 130—Practical Criticism (3)**  
A study of a number of primary critical theories and representative problems encountered in the study of literature. Coordinated readings in major literary forms (epic, tragedy, novel, satire, lyric, etc.) and relevant critical texts. (Fall.)
- 142—Nineteenth Century Studies (British Romanticism) (3)**  
Selected poetry and prose of major British writers of the Romantic movement. (Fall.)
- 143—Nineteenth Century Studies (Continental Romanticism) (3)**  
Selected prose, poetry, and drama of major German, French, Spanish, Italian, and Russian writers of the Romantic movements. (Yearly.)
- 144—Nineteenth Century Studies (Victorian) (3)**  
Selected prose and poetry of major British writers from about 1850 to 1914. (Yearly.)
- 148—Nineteenth Century British Fiction (3)**  
A study of the novels of Austen, Dickens, Trollope, Eliot, Hardy. (Fall.)
- 152—American Poetry to 1914 (3)**  
A study of poets such as Taylor, Emerson, Whitman, Dickinson, Robinson. (Fall.)
- 155—American Prose: Colonial to the Civil War (3)**  
A study of prose writings, including essays and autobiographies, by such writers as Edwards, Franklin, Douglass, Thoreau, Fuller, Emerson. (Fall.)
- 156—American Fiction to 1914 (3)**  
A study of fiction by such writers as Cooper, Hawthorne, Melville, Poe, Twain, James, Wharton, and Dreiser. (Spring.)
- 157—American Prose: Civil War to the present (3)**  
A study of non-fiction prose by such writers as Whitman, Adams, Gilman, James, Stein, Wright, and others to the present. (Spring.)
- 160—Twentieth Century British Poetry (3)**  
A study of poets such as Hardy, Hopkins, Bridges, Yeats, Lawrence, Eliot, Graves and others to the present. (Fall.)



**162—Twentieth Century American Poetry (3)**

A study of poets such as Frost, Stevens, Williams, Pound, Moore, Crane, Roethke, Lowell and others to the present. (Spring.)

**163—Modern Continental Literature (3)**

A reading course in selected major writers of France, Russia, Italy, Spain, Germany since 1850. (Spring.)

**166—Modern Drama (3)**

A study of the plays of such writers as Ibsen, Chekhov, Shaw, and others to the present. (Spring.)

**167—20th Century Literary Criticism (3)**

A study of such writers as Eliot, Richards, Frye, Empson, Burke, Derrida, Barthes, and others to the present.

**168—20th Century American Fiction (3)**

Principal works of such writers as Faulkner, Hemingway, Fitzgerald, and K. A. Porter. (Fall.)

**169—20th Century British Fiction (3)**

Principal works of such writers as Conrad, Lawrence, Joyce, Forster, and Cary. (Spring.)

**174—Advanced Composition Workshop (3)**

An advanced composition course, primarily for students in the Organizational Skills Program. Readings and frequent exercises in the contemporary practice of non-fiction prose, including journalism, legal writing and court decisions, grant proposals and supporting material, scientific and technical writing, and formal and informal essays of the kind currently in widespread use in modern society. Readings may include writers and publications such as Montaigne, Arnold, Lewis, Thomas, Loren Eiseley, Mary McGrory, The New York Times, magazines, and professional, business and industrial journals. (Spring.)

**175—Advanced Composition (3)**

An advanced course in the writing of non-fictional prose. A study of the theory and practice of expository, descriptive, and critical prose. Required of credential candidates. Limited to 20 students. (Every semester.)

**176—Creative Writing (3)**

Study and practice in the writing of verse, fiction, or drama. Prerequisite: consent of department chair. (Spring.)

**180—Oriental Literature (3)**

A reading course in selected works from the literature of India, China, and Japan. (Fall.)

**185—Reading in Contemporary Fiction (3)**

A reading course in representative works of fiction written during the last thirty years by American and foreign authors. Frequent critical essays assigned. (Yearly.)

**190—Development of the English Language (3)**

A study of the phonology, morphology, and syntax of the English language; examination of the history of vocabulary, and study of current theories concerning English grammar. Required of credential candidates. (Every semester.)

**193—Internship (1-3)**

Selected internships for practical experience in the community. Opportunities vary: the teaching of writing, tutoring, newswriting, etc. (Every semester.)

**196—The Teaching of Writing (3)**

A workshop course in the teaching of expository prose. Prerequisite: Two college level writing courses, including advanced composition. (Fall.)

**197—Colloquium (3)**

Courses designed by instructor to treat a topic, an author, a group of authors, or a genre. Conducted as an undergraduate seminar. Prerequisite: consent of department chair. (By arrangement.)

**199—Independent Study (1-3)**

Reading and conference for seniors of high scholastic standing. Prerequisite: consent of department chair. (By arrangement.)

**201—Conference Course (3)**

Limited to graduate students and seniors. Topics are those of professional interest to participating instructors and may include, for example, The Tragic Hero; Poets and Poetry; Contemporary Fiction; Metaphysical Poets; the Sublime; Genre, Gender and Politics, etc.

**211—Topics in Rhetorical Theory (3)**

This course will trace the evolution of rhetorical theory/philosophy from its birth in Athens to the present. By focusing on a few of the central issues that rhetorical scholars have dealt with over this 2300 year span, students will explore: 1) The role of rhetorical theory in western societies; 2) the nature of rhetoric as a means of symbolic inducement (as a tool for persuasion); 3) the importance of rhetorical principles of composition; 4) the utility of a general rhetorical sensitivity in the critique and understanding of contemporary discourse. Active student participation in a seminar environment is expected. (Cross-listed as Communication Studies 170.)

**NOTES:**

- (1) For graduate courses in English, see Graduate Division Bulletin.
- (2) For information about the single-subject credential program in English, consult the department chair or the Director of Teacher Education.



## **ENVIRONMENTAL STUDIES**

**Richard P. Phillips, Ph.D.**  
**Coordinator**

An interdisciplinary minor is offered in Environmental Studies for those students from any major who want a better understanding of the scientific, legal, and political factors that affect the human interaction with the environment. The program should increase students' awareness of the world and emphasize to them the complexity of the environmental problems facing the world and of the solutions available.

Eighteen units outside the student's major are required. At least 8 of these must be upper division. The 18 units normally include Environmental Studies 1, 2, 3, 5, 99, 105, and 196. Marine Studies 10 may be substituted for Environmental Studies 1, and Marine Studies 11 for Environmental Studies 2. At least one additional upper division course outside of the student's major and for which he has the prerequisites must be taken. A suggested list is given below but other courses may be substituted with the consent of the Coordinator of Environmental Studies.

Environmental Studies 1, 2, 3, and 5 may be also be used to satisfy general education requirements, but are not intended to satisfy requirements for a major program. They may be taken in any order. Students interested in the Environmental Studies Minor should consult with the coordinator of Environmental Studies early in their program planning.

### **1—The Physical Environment (3)**

Lecture, laboratory and field investigations of the basic geology of the environment, its climate, weather, and water, and of people's interactions with the physical environment. May be used to satisfy a physical science general education requirement with laboratory. (Every semester.)

### **2—Ecology and Environmental Biology (3)**

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the eco-system concept, population growth and regulation, and people's modification of the environment. Lecture, laboratory and field. (Two one-hour lectures and one three-hour laboratory weekly.) This course is cross-listed with Biology 2. (Every semester.)

### **3—The Human Environment (3)**

The environmental determinants of geography and society in modern American civilization. This course is cross-listed with History 3. Satisfies a general education requirement in History. (Spring)

**5—Introduction to Meteorology (3)**

An introduction to atmospheric science. Various atmospheric phenomena will be discussed with an emphasis on their underlying causes. Topics include composition and thermal structure of the atmosphere, solar radiation, water in the atmosphere, circulation, weather, and human influences. There are no science prerequisites, but elementary mathematics including algebra will be used. This course satisfies the Physical Science requirement, with laboratory. Cross-listed as Physics 5.

**99—Seminar in Environmental Studies (1)**

An interdisciplinary seminar. Designed to emphasize the interaction of the various areas of environmental concern, and to focus on local problems. Prerequisite: completion of, or concurrent registration in two of the three introductory courses (Environmental Studies 1, 2, and 3.)

**105—Environmental Assessment Practices (3)**

An interdisciplinary approach to environmental decision-making. An introduction to the law relative to environmental impact reports, their contents and development.

**196—Problems in Environmental Studies (2)**

An in-depth study of an environmental problem of the student's choosing. Internships in government or industry may be available. Guidance and coordination will be offered through a weekly class meeting. The student will be required to present a written report suitable for inclusion in the environmental studies library, and an oral report to an open meeting of the University. May be repeated for 2 additional units. Prerequisite: Consent of the Coordinator of Environmental Studies.

**199—Research (1-3)**

Directed research into environmentally related areas of the student's choosing. Since many of these projects may be interdisciplinary in nature, the student must contact the Coordinator of Environmental Studies well in advance of enrolling in the class.

Other courses suitable for credit toward an Environmental Studies minor include:

- Anthropology 106 — Field Archaeology (3)
- Biology 105 — Vertebrate Natural History (4)
- Biology 122 — Field Botany (4)
- Biology 148 — Ecology (4)
- Biology 150 — Invertebrate Zoology (4)
- Biology 154 — Marine Ecology (3)
- Chemistry 150 — Chemical Ecology (3)
- History 108A-108B — Historic and Pre-Historic Archaeology (3)
- History 189 — History of California II (3)
- Marine Studies — any upper division course (3)
- Philosophy 138 — Environmental Ethics (3)
- Political Science 101 — Principles of Public Administration (3)
- Sociology 118 — Social Demography (3)



Sociology 163 — Urban Sociology (3)

Business Administration 142 — Business and Society (3)

Other courses may be included with the consent of the Coordinator of Environmental Studies and of the student's advisor.

## **EUROPEAN STUDIES**

**James K. Otte, Ph.D.**  
**Coordinator**

### **Required preparation for the Major:**

History 11-12, and completion of General Education requirements.

### **Recommended:**

- 1) Concentration in one European country.
- 2) Courses marked with an asterisk.

### **THE MAJOR:**

Thirty-six units of which 24 must be upper division. Courses marked with an asterisk are recommended for the Major. The 36 units must be distributed as follows:

15 units, one area of disciplines

9 units, second area of disciplines

9 units, area electives

3 units, Senior Project or equivalent

European Studies majors may also complete a minor consisting of 18 units in a single discipline or another Geocultural Area.

### **The Minor:**

18 units in European Studies.

### **Courses Available for the Major or Minor:**

#### **Social Sciences:**

History 111-112 — Greek and Roman Civilizations (3-3)

History 121-122 — Medieval History (3-3)

History 131 — Renaissance and Reformation (3)

History 133 — The Baroque Age (3)

History 145 — Topics in Military History (3)

History 146 — Topics in Nineteenth Century European History (3)

History 147 — Topics in Twentieth Century European History (3)

History 150 — England to 1688 (3)

History 151 — Great Britain Since 1485 (3)

History 152 — The British Imperial Experience (3)

History 154 — History of Spain (3)

History 155 — Tsarist Russia (3)

History 156 — Communist Russia (3)

History 158 — Topics in Modern World History (3)

Political Science 108 — History of Political Thought: Ancient to Modern (3)

Political Science 127 — International Law (3)

\* Political Science 154 — Politics in Western Europe (3)

Political Science 180 — Politics in the USSR (3)

Political Science 181 — Politics in Eastern Europe (3)

#### **Behavioral Sciences:**

Psychology 107 — History and Systems of Psychology (3)

Psychology 185 — Humanistic Problems in Psychology (3)

Sociology 122 — Early Sociological Theories (3)

Sociology 123 — Modern Sociological Theories (3)

### **Humanities:**

English 28 — Modern World Literature, (when European) (3)

English 109 — Chaucer (3)

English 113 — 16th Century Studies (3)

English 116 — Shakespeare I (3)

English 117 — Shakespeare II (3)

English 118 — Renaissance Drama (3)

English 119 — 17th Century Studies (3)

English 120 — Milton (3)

English 123 — 18th Century Studies (3)

English 126 — Restoration and 18th Century Drama (3)

English 128 — Fiction from 16th to 19th Century (3)

English 142 — 19th Century Studies (British Romanticism) (3)

English 144 — 19th Century Studies (Victorian) (3)

English 148 — 19th Century British Fiction (3)

\*English 163 — Modern Continental Literature (3)

English 166 — Modern Drama (3)

English 169 — 20th Century British Fiction (3)

Art 33-34 — Art History (3-3)

Art 133 — History of Modern Art (3)

Art 134 — History of Contemporary Art (3)

Music 30 — Music Appreciation (3)

Music 120A-B — History of Music in Western Civilization (3-3)

Music 124 — Music of the Renaissance (3)

Music 125 — Music of the Baroque and Classical Periods (3)

Music 126 — Music of the Romantic Period (3)

Music 128 — 20th Century Music (3)

Music 170 — History of the Opera (3)

Theatre Arts 160 — History of the Theatre (3)

### **Economics:**

Economics 133 — International Economics (3)

\*Economics 140 — History of Economics Thought (3)

### **Philosophy:**

Philosophy 71 — History of Ancient Philosophy (3)

Philosophy 72 — History of Medieval Philosophy (3)

\*Philosophy 74 — Twentieth Century Continental Philosophy (3)

Philosophy 173 — Studies in Contemporary Analytical Philosophy (3)

Philosophy 174 — Studies in Contemporary Continental Philosophy (3)

### **Languages:**

French 121 — Literature and Civilization: From the Gauls to the organization of France and its "Grandeur" 1670 (3)

French 122 — Literature and Civilization: France, from its Glory to the 1789 Revolution (3)

French 123 — Literature and Civilization: From the French



- Revolution to the First World War (3)
- French 124 — Literature and Civilization of France after 1914 (3)
- German 102 — Readings in German Literature (3)
- German 110 — German Literature from the Early Middle Ages to Goethe (3)
- German 111 — German Literature Goethe to Nietzsche (3)
- German 112 — German Literature from 1900 to the present (3)
- Spanish 102 — Civilization of Spain (3)
- Spanish 103 — Introduction to Spanish Literature (3)
- Spanish 121 — Spanish Literature of the Middle Ages and Pre-Renaissance Periods (3)
- Spanish 122 — Spanish Literature of The Golden Age (3)
- Spanish 123 — Don Quijote de la Mancha (3)
- Spanish 124 — Spanish Theatre of The Golden Age (3)
- Spanish 125 — Spanish Literature of the Eighteenth and Nineteenth Centuries (3)
- Spanish 127 — 20th Century Spanish Literature (3)
- Spanish 130 — History of the Spanish Language (3)

#### Religious Studies:

- Religion 130 — Morality and the Christian (3)
- Religion 150 — The Community called Church (3)

**Note:** Students wishing to earn a Social Science teaching credential may do so while completing a major in European Studies. The specific requirements for the teaching credential differ from general requirements for the European Studies major. Students interested in pursuing a Social Science teaching credential should consult the Coordinator.

#### FOREIGN LANGUAGES AND LITERATURES

Jacques M. Wendel, Ph.D.  
Chair

(Chinese, French, German, Greek, Italian, Latin, Spanish)

The Department of Foreign Languages and Literatures supervises the Bachelor of Arts degree programs in French and Spanish, a minor in German and Italian, and courses in Chinese, Latin, and Greek. A Master of Arts in Spanish is also offered.

The department participates in the EUROPEAN STUDIES program and the HISPANIC-LATIN AMERICAN STUDIES program.

Language courses numbered 1 assume no previous study in the language. Students who have had two years of one language in high school and who wish to continue the same language should enroll for the language course numbered 2. Those who have had three years of one language in high school and who wish to continue the same language should enroll for the language course numbered 3. Those who have four years of one language in high school and who wish to continue the same language should enroll for the language course numbered 4.

**Note:** Students should enter a language course at the level stipulated above, but not more than one level lower, in order to receive credit for that course.

**Years of a foreign  
language in high school**

0-1

2

3

4

**College entrance level**

First course of a language

Second course of the same language

Third course of the same language

Fourth course of the same language

## CHINESE

### 1—Elementary Chinese I (3)

Emphasis is on language practice, including an understanding of Chinese phonetics and grammar. This course fully integrates listening and speaking with reading and writing in PINYIN.

### 2—Elementary Chinese II (3)

Continuation of Chinese 1. Exercises here are designed to consolidate the grammar covered in Chinese 1. Introduction to the components and structure of Chinese characters. Study of the different strokes and stroke order. Texts are prepared to ensure the recurrence of sentence patterns already taught and to develop the student's oral/aural comprehension and reading and writing skills.

### 3—Intermediate Chinese III (3)

This course will further increase the students' ability and fluency, while building vocabulary and new sentence patterns. Additional work on recognizing Chinese characters, with emphasis on the new 189 Chinese Radicals and simplified characters.

## FRENCH

**Jeanne Brink Rigsby, Doctor of Letters**

**Coordinator**

**Hélène Laperrousaz, Ph.D.**

**Jacques Wendel, Ph.D.**

The French language is the vehicle for a rich culture and civilization. It is a humanistic, lively, modern language encountered not only in gastronomy, fashion, travel, but also in industry, ecology, economics, and commerce. French thinkers have traditionally been in the avant-garde of intellectual life which makes a working knowledge of this language invaluable to scholars in all fields, just as it is indispensable for teachers, translators, and diplomats.

The elementary and intermediate French courses make intensive use of the language laboratory.

Students are strongly encouraged to take advantage of the USD Foreign Study Programs.

For the French major, another major is recommended as well as a minor in another language (English, Italian, German, Spanish).

A background of Latin or another foreign language (two years in high school or one year in college) is recommended for students majoring in French.

**Preparation for the Major:** A grasp of the fundamentals of French grammar and syntax, a correct pronunciation, and ease in oral expression (French 4 or the equivalent).



**The Major:** The twenty-four units of upper division work should include French 101 and 103 or their equivalent. A minimum of 15 upper division units must be taken on Campus.

**The Minor:** Two options:

— 18 units—At least nine of the eighteen units must be in upper division courses: French 101, 103, 104, and 112 are recommended.

— 12 units of upper division courses. Prerequisites: Fourth semester competency in French and approval by Department Chair.

A minimum of 6 upper division units must be taken on campus.

### Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	French II (3)	French III (3)	French IV (3)
French I (3)	G.E. or	G.E., Minor or	G.E., Minor or
G.E. or	Elective (12)	Elective (12-13)	Elective (12-13)
Elective (9)			
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
French (6)	French (6)	French (6)	French (6)
G.E., Minor or	G.E., Minor or	G.E., Minor or	G.E., Minor or
Elective (9)	Elective (9)	Elective (9)	Elective (9)

### Lower Division Courses

#### 1—Elementary French I (3)

First course in French. Introductory course to French life, language and grammar with stress upon pronunciation and aural comprehension. (Every semester.)

#### 2—Elementary French II (3)

Second course in French. Essentials of French grammar together with writing, reading, pronunciation and comprehension. Prerequisite: French I or equivalent. (Every semester.)

#### 3—Intermediate French III (3)

Third course in French. Confirmation and extension of rules of French grammar; intensive oral, aural and written practice. Prerequisite: French 2 or equivalent. (Every semester.)

#### 4—Intermediate French IV (3)

Fourth course in French. Oral and written practice on French idiomatic expression and syntax. Emphasis on accuracy and fluency. Conversation and composition on elements of French culture. Prerequisite: French 3 or equivalent. (Every semester.)

**30—French for Business (3)**

Oral and written French with special emphasis on commercial correspondence and the language used in the business, professional and technical fields. Prerequisite: French 3 or equivalent.

**99—Advanced French Conversation (3)**

Fluent critical discussion on selected topics on all aspects of French civilization through modern texts. Prerequisite: French 4 or 30 or equivalent.

**Upper Division Courses****101—Advanced Composition (3)\***

Advanced oral and written practice in current French idioms. Required for all advanced courses except French 103, 104 and 112. Prerequisite: French 4 or equivalent.

**102—"Explication de textes" (3)**

Oral and written studies of literary masterpieces. Introduction to dissertation. Prerequisite: French 101 or equivalent.

**103—Cultural Backgrounds of French Civilization (3)\***

Survey of the social, cultural and artistic manifestations in French from the middle ages to the present. Prerequisite: French 4 or equivalent.

**104—Introduction to French Literature (3)**

A study of the literary history and principal masterpieces of French literature from the middle ages to the present. Prerequisite: French 4 or equivalent.

**111—Masterpieces of French Literature (3)**

Study in depth of style and content of selected works. List of readings to be established by the students and professor. Prerequisite: French 101 or equivalent.

**112—French Phonetics and Phonology (3)\***

An intensive study of French sounds, diction, and speech and their practical applications. Prerequisite: French 4 or equivalent.

**115—Aspects of Contemporary French Culture and Civilization (3)**

An in-depth study of major facets of the modern French way of life, with special emphasis on the problems resulting from the rapid evolution of the past thirty years. Prerequisite: French 4 or equivalent.

**118—French Women Writers (3)**

Study of representative works of French women writers from Marie de France to the present in their historical and social "milieu." Prerequisite: French 101 or equivalent.

**121—Literature and Civilization: From the Gauls to the Organization of France and its "Grandeur" (1610) (3)**

Legend and reality that established France through the centuries. Language, Faith and Reason that made her spirit live. History and Society. Ideas and Ideals. Prerequisite: French 101 or equivalent.



**122—Literature and Civilization of France, from its Glory to the 1789 Revolution (3)**

Study of all aspects of the human "milieu" (historical, political, social, philological, economical and others) that created French literary classicism and why the revolution came about. Prerequisite: French 101 or equivalent.

**123—Literature and Civilization: From the French Revolution to the First World War (3)**

Study of the political, economical, social, religious and ideological forces that transformed the aristocratic society of the 18th century into a "bourgeois" society as witnessed by eminent individuals of the time. Prerequisite: French 101 or equivalent.

**124—Literature and Civilization of France after 1914 (3)**

Retention of traditional values and factors of change in the linguistic, historical and cultural trends of French society. Literature and arts as a reflection and expression of a changing society. Prerequisite: French 101 or equivalent.

**126—Study of the Literary French Genres (3)**

Poetry, theater and prose seen through selected Masterpieces with a critical approach particular to each of them. Prerequisite: French 101 or equivalent.

**128—Contribution of the French Thought (Pensee) from the Middle Ages to the Atomic Age (3)**

Main trend of French thought through the study of selected texts. Prerequisite: French 101 or equivalent.

**130—France through its Theatre (3)**

Study of selected masterpieces of dramatic literature that vividly reflect France's people and culture and their evolution through the ages. Prerequisite: French 101 or equivalent.

**138—Structural Linguistics (3)\***

Introduction to descriptive linguistics presenting a unitary approach to linguistic analysis. Phonological, morphological, semantic and syntactic systems. Linguistic relationships. Presented in English. Prerequisite: French 101 or equivalent.

**140—Literature of French Expression Outside of France (3)**

The notions of "Francophonie." Readings from different areas of concentration: Belgium, Switzerland, Canada. Literature and civilization of those countries. Prerequisite: French 101 or equivalent.

**141—Literature of French Expression Outside of France (3)**

The notions of "Négritude." Readings from different areas of concentration. Martinique, Madagascar, North Africa, Black Africa and others. Literature and civilization of these countries. Prerequisite: French 101 or equivalent.

**193—Field Experience in French (1)**

Placement in a community agency where developed language skill will be utilized. Prerequisite: Approval by Department Chair.

**199—Independent Studies (1-3)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required as well as preparation of reports to be assigned by the instructor. Prerequisite: Department Chair's approval.

**GERMAN**

**Brigitte L. Heimers, Ph.D.**  
**Area Coordinator**

The primary objective of the German program is to create a rewarding experience in language, culture and civilization and to provide students with a marketable skill in their careers in the fields of industry, economics and commerce as well as the sciences, the humanities and international relations. From a business point of view, German is one of the most important languages in the world.

**The Minor:** Two options:

- 18 units. At least nine of the eighteen units must be in upper division courses.
  - 12 units of upper division courses. Prerequisite: Fourth semester competency in German and approval by Department Chair.
- A minimum of 6 upper division units must be taken on campus.

**Lower Division Courses****1—Elementary German I (3)**

First course in German. Essentials of basic grammar with stress upon pronunciation, reading and aural comprehension. (Every semester.)

**2—Elementary German II (3)**

Second course in German. A continuation on the basis of German I with emphasis on reading, writing, grammar, pronunciation, elementary conversation. Prerequisite: German I or equivalent. (Every semester.)

**3—Intermediate German III (3)**

Third course in German. Complete review of grammar and syntax. Intensive oral and written practice to develop accuracy and fluency in the use of the language, stressing the grammatical aspects of German to master a basic, habitual proficiency in reading, writing and comprehension; cultural aspects of German life. Prerequisite: German 2 or equivalent. (Every semester.)

**4—Intermediate German IV (3)**

Fourth course in German. A continuation of German 3; increased emphasis upon the study of German life, history and society. Prerequisite: German 3 or equivalent. (Every year.)

\* Required for single subject teaching credential.



**7—Scientific German (3)**

Readings taken from the fields of mathematics, natural sciences, behavioral sciences as well as philosophy and religion. Outside readings of periodicals and related articles with written reports. Review of highlights in German grammar as needed. Prerequisite: German 2 or equivalent.

**30—Business German (3)**

Introduction to the terminology and techniques used in commercial transactions. Guidance to business and professional correspondence. Prerequisite: German 3 or equivalent.

**99—Advanced Conversation (3)**

Views and insights into topics and issues which occupy students personally and as members of society. Course will include a study of journalistic German for a greater appreciation of contemporary issues in German life. Prerequisite: German 3 or equivalent.

**Upper Division Courses****101—Advanced Composition (3)**

Oral and written practice in current German idioms. Readings and interpretation of modern German plays and prose; techniques for plot and character analysis. Prerequisite: German 4 or equivalent. (German 101 or equivalent is prerequisite for all advanced courses)

**102—Readings in German Literature (3)**

Assigned readings in modern literature; class reports on literary topics of prose and poetry. Prerequisite: German 101 or equivalent.

**103—Cultural Backgrounds of German Civilization (3)**

Survey of the social, cultural, and artistic manifestations in German from the origins to the present. Prerequisite: German 4 or equivalent.

**110—German Literature from the Early Middle Ages to Goethe (3)**

A survey of German literature from the Early Middle Ages to Goethe. Poetry, drama and prose of the Old High German, Middle High German and New High German periods; excerpts from the early texts will be read in modern German adaptations. Prerequisite: German 101 or equivalent.

**111—German Literature from Goethe to Nietzsche (3)**

Survey of German literature from Goethe to Nietzsche (1900). A study of the principal aspects and masterpieces of German literature of each period; historical and linguistic development of German culture. Prerequisite: German 101 or equivalent.

**112—German Literature from 1900 to the Present (3)**

A survey of German literature from 1900 to the present. Important movements, authors and works in German literature since the turn of the century. Prerequisite: German 101 or equivalent.

### 124—Literature of the Romantic Movement (3)

The chief literary groups and personalities of the 19th Century. Discussion of the ideas and aesthetic problems reflected in their works. Outside readings and reports. Prerequisite: German 101 or equivalent.

### 138—Structural Linguistics (3)

Introduction to descriptive linguistics presenting a unitary approach to linguistic analysis. Phonological, morphological, semantic, and syntactic systems. Linguistics relationships. Presented in English. Prerequisite: German 101 or equivalent.

### 193—Field Experience in German (1)

Placement in a community agency where developed language skill will be utilized. Prerequisite: Approval by the Department Chair.

### 199—Independent Studies (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required as well as preparation of reports to be assigned by the instructor. Prerequisite: Department Chair's approval.

## GREEK

### 1—New Testament Greek (Elementary Greek) (3)

First course in Greek. The fundamentals of New Testament Greek grammar, vocabulary and orthography with emphasis on the use of the language in Biblical translation and interpretation.

### 2—New Testament Greek (Elementary Greek) (3)

Second course in Greek. A continuation of Greek 1. Readings from the Gospel according to St. John and other early Christian writings. Prerequisite: Greek 1 or equivalent.

### 3—New Testament Greek (Intermediate Greek) (3)

Third course in Greek. Translation and interpretation of the accounts of the life and significance of Jesus in the Gospels according to Matthew, Mark and Luke, with further grammatical study. Prerequisite: Greek 2 or equivalent.

## ITALIAN

Hélène Laperrousaz, Ph.D.

### The Minor: Two options:

— 18 units. At least nine of the eighteen units must be in upper-division courses.

— 12 units of upper division courses. Prerequisite: Fourth semester competency in Italian and approval by Department Chair.

Students are strongly encouraged to take advantage of USD Foreign Study Programs.

A minimum of 6 upper division units must be taken on campus.



**1—Elementary Italian I (3)**

First course in Italian. Essentials of Italian grammar together with stress upon pronunciation, reading and aural comprehension.

**2—Elementary Italian II (3)**

Second course in Italian. Same basic orientation as in Italian 1. Learning of basic grammar. Acquisition of new vocabulary consolidated through conversation stressing not only pronunciation and aural comprehension but also some aspects of Italian life and culture. Prerequisite: Italian 1 or equivalent.

**3—Intermediate Italian III (3)**

Third course in Italian. Same basic orientation as in Italian 1. Learning of basic grammar. Acquisition of new vocabulary consolidated through conversation stressing not only pronunciation and aural comprehension but also some aspects of Italian life and culture. Deeper contact with modern Italian civilization. Prerequisite: Italian 2 or equivalent.

**4—Intermediate Italian IV (3)**

Fourth course in Italian. Reading of selected works by well-known contemporary Italian authors. Practice in composition and grammar for a solid base and increased fluency in the language. Prerequisite: Italian 3 or equivalent.

**30—Intermediate Conversation (3)**

Intensive drill in usage of spoken Italian based on assigned topics. Prerequisite: Italian 3 or equivalent.

**104—Introduction to Italian Civilization and Culture (3)**

Advanced oral and written practice in current Italian idioms. Vocabulary extracted from literary works, Italian newspapers and magazines. Conversation about current topics and general culture. Prerequisite: Italian 4 or equivalent.

**111—Masterpieces of Italian Literature (3)**

Study in depth of style and content of selected modern works. Prerequisite: Italian 4 or equivalent.

**126—Seminar: Topics in Italian Literature (3)**

Study at an advanced level of major topics of Italian literature such as Medieval masterworks, Renaissance masterpieces, and Modern works, themes and authors. Prerequisite: Italian 104, 111 or equivalent.

**138—Structural Linguistics (3)**

Introduction to descriptive linguistics presenting a unitary approach to linguistic analysis. Phonological, morphological, syntactical systems. Linguistic relationships. Presented in English. Prerequisite: Italian 4 or equivalent.

**193—Field Experience in Italian (1)**

Placement in a community agency where developed language skill will be utilized. Prerequisite: Approval by Department Chair.

**199—Independent Studies (1-3)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required as well as preparation of reports to be assigned by the instructor. Prerequisite: Department Chair's approval.

**LATIN****1—Elementary Latin I (3)**

First course in Latin. Essentials of grammar and sentence structure. Study of culture and history through the reading of simple excerpts from Roman literature.

**2—Elementary Latin II (3)**

Second course in Latin. A continuation of Latin 1. Translating brief sections of Latin authors and exploring various facets of Roman culture continue as the nucleus of the course. Prerequisite: Latin 1 or equivalent.

**3—Intermediate Latin III (3)**

Third course in Latin. Grammar review. A more intense understanding of Roman experience and thought is achieved by analysis and translation of extended passages of Latin literature. Prerequisite: Latin 2 or equivalent.

**199—Independent Study (1-3)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required as well as preparations of reports to be assigned by the instructor. Prerequisite: Department Chair's approval.

**SPANISH**

**Robert R. Bacalski, Ph.D., Area Coordinator**

**Sister Marina Mapa, Ph.D.**

**John L. Marambio, Ph.D.**

**Sandra Robertson, Ph.D.**

**Cynthia Schmidt, Ph.D.**

The primary objectives of the elementary and intermediate Spanish courses (Span 1-4) are to enable the student both to communicate in Spanish and to learn to appreciate Hispanic civilization and culture. The main objectives of the upper division Spanish courses (Span 101 and above) are to give the student minoring or majoring in Spanish an in-depth knowledge of the structure of the language (grammar and linguistics courses), the civilization and culture (courses in Hispanic civilization), and the literatures of Spain and Latin America (literature courses).

The elementary Spanish courses make intensive use of the language laboratory.

A background of Latin or another foreign language (two years in high school or one year in college) is required of students majoring in Spanish.



Students are strongly encouraged to take advantage of USD Foreign Study Programs.

**Preparation for the Major:** A working knowledge of the fundamentals of Spanish grammar and syntax, a correct pronunciation, and ease in oral expression (12 units of lower division or equivalent).

**The Major:** The twenty-four units of upper division work, which must be selected from Spanish courses numbered 101 or above, must include:

1. Spanish 102 or Spanish 104
2. Spanish 101
3. Spanish 103
4. At least one Spanish Linguistics course (109, 110,)
5. At least one course in Peninsular Literature (120, 121, 122, 123, 124, 125, 127, 160)
6. At least one course in Latin American Literature (141, 144, 145, 149, 150, 151, 153, 160).

The experience of living in a Spanish speaking country is highly recommended. A minimum of 15 upper division units must be taken on campus.

**The Minor:** Two options:

— 18 units. At least nine of the eighteen units must be in upper division courses.

— 12 units of upper division courses. Prerequisites: Fourth semester competency in Spanish and approval by Department Chair.

A minimum of 6 upper division units must be taken on campus.

### Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Span 1 (3 units) G.E. or Elective (12 units)	Span 2 (3 units) G.E. or Elective (12-13 units)	Span 3 (3 units) G.E., Minor or Elective (12-13 units)	Span 4 (3 units) G.E., Minor or Elective (12-13 units)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Spanish (6 upper division units) G.E., Minor or Elective (9-10 units)	Spanish (6 upper division units) G.E., Minor or Electives (9-10 units)	Spanish (6 upper division units) G.E., Minor or Elective (9 units)	Spanish (6 upper division units) G.E., Minor or Elective (10 units)

### Lower Division Courses

#### 1—Elementary Spanish I (3)

First course in Spanish. An introduction to the four basic language skills: i.e., listening, speaking, reading, and writing. Emphasis is on the first two with extensive pronunciation practice. Supplementary work in the language laboratory is required. Prerequisite: None. (Every semester.)

**2—Elementary Spanish II (3)**

Second course in Spanish. Continuation of Spanish 1. Review conclusion of basic language skills. Language laboratory practice continued. Prerequisite: Spanish 1 or equivalent. (Every semester)

**3—Intermediate Spanish III (3)**

Third course in Spanish. A review of Spanish grammar and sentence structure. Practice in oral and written Spanish at the intermediate level. Attention is given to reading and basic composition. Prerequisite: Spanish 2 or equivalent. (Every semester.)

**4—Intermediate Spanish IV (3)**

Fourth course in Spanish. Reading of selected works by well-known Spanish and Latin-American authors. Practice in composition and conversation, with some grammar review for increased fluency in the language. Prerequisite: Spanish 3 or equivalent. (Every semester.)

**30—Spanish Literature in Translation (3)**

The masterworks of Spanish and Ibero American literature in English translation. This course may not be applied toward the fulfillment of the foreign language competency requirement nor toward the major or minor.

**74—Conversation and Composition (3)**

A course designed for students from non-Spanish-speaking backgrounds, to enhance speaking ability and writing skills in Spanish. Prerequisite: Spanish 4 or equivalent.

**75—Spanish for the Native Speaker (3)**

Practice in reading and writing with emphasis on selected grammatical principles. Prerequisite: approval of instructor.

**Upper Division Courses****101—Advanced Grammar and Composition (3)\***

An in-depth study of the grammatical structure of Spanish with emphasis on idiomatic expressions and syntax. Further development of oral and writing skills. Prerequisite: Spanish 4 or equivalent.

**102—Civilization of Spain (3)\*\***

An introduction to the cultural, political, and philosophical life of Spain from pre-Roman times to the present. Prerequisite: Spanish 4 or equivalent.

**103—Introduction to Hispanic Literature (3)\***

An introduction to Hispanic literature through the reading of different genres. Emphasis will be placed on the analysis of literary style and techniques. Prerequisite: Spanish 4 or equivalent.

\*\* Either 102, or 104 fulfills the civilization course requirement for the single-subject teaching credential.



**104—Civilization of Spanish America (3)\*\***

The history, geography, literary masterpieces, and customs of Spanish America. Prerequisite: Spanish 4 or equivalent.

**109—Spanish Pronunciation (3)\***

A study of the production and description of the sounds of Spanish and their similarities and differences with the English sound system. Attention is given to the problems involved in the teaching of Spanish pronunciation to the English-speaking students. Prerequisite: Spanish 101 or equivalent.

**110—Spanish Applied Linguistics (3)\***

This course is an introduction to Linguistics and its practical applications. Students participate in the practical aspects of classroom techniques for the teaching and learning of Spanish. Prerequisite: Spanish 101 or equivalent.

**120—Survey of Spanish Literature I (3)**

A survey of Spanish literature from its origin in the Middle Ages to the end of the Golden Age, circa 1700. Prerequisites: Spanish 103 or equivalent.

**121—Survey of Spanish Literature II (3)**

A survey of Spanish literature from the year 1700 to the present. Prerequisite: Spanish 103 or equivalent.

**122—Spanish Literature of the Golden Age (3)**

A survey of the masterpieces and authors of Spain's great Golden Age in art and letters (1500-1700). Study of works by Garcilaso, Herrera, Gongora, Lope de Vega, Quevedo, Luis de Leon, Santa Teresa de Avila, San Juan de la Cruz and others. Readings in the pastoral, chivalresque, and picaresque novels and the Renaissance and Baroque poetry. Prerequisite: Spanish 120 or above.

**123—Don Quijote de la Mancha (3)**

Spain's greatest contribution to world literature, Cervantes' *Don Quijote*, is read and analyzed. Reading and discussion of appropriate critical commentary on *Don Quijote*. Prerequisite: Spanish 120 or above.

**124—Spanish Theatre of the Golden Age (3)**

A study of the history and characteristics of the Golden Age Spanish theater, from its beginnings, through its development, to its decline (end of 15th century to the death of Calderon in 1681). Reading of representative works by authors such Juan del Encina, Gil Vicente, Lope de Rueda, Lope de Vega, Ruiz de Alarcon. Tirso de Molina, and Calderon. Prerequisite: Spanish 120 or above.

**125—Spanish Literature of the Eighteenth and Nineteenth Centuries (3)**

Historical survey of the growth of Spanish literature during the Neo-classical, Romantic, and Realist periods. Selected masterworks by representative authors such as Feijoo, Luzan, Isla, Juan de la Cruz, Cadalso, Jovellanos, Espronceda, Zorrilla, Galdos, Palacio Valdes, Becquer, Pereda, and others are read and discussed. Prerequisite: Spanish 120 or above.

**127—Twentieth Century Spanish Literature (3)**

Survey of contemporary Spanish literature from the Generation of 1898 to the present. Reading and discussion of the works of Unamuno, Valle-Inclan, Baroja, Azorin, Benavente, Garcia Lorca, Salinas, Jimenez, Hernandez, Cernuda, Aleixandre, Otero, Casona, Sender, Cela, Delibes, and others. Prerequisite: Spanish 120 or above.

**138—Structural Linguistics (3)**

Introduction to descriptive linguistics presenting a unitary approach to linguistic analysis. Phonological, morphological, semantic and syntactic systems. Linguistic relationships. Taught in English. Prerequisite: Spanish 101 or equivalent.

**141—The Spanish American Short Story (3)**

Principal Spanish American short story writers from the genre's beginning in the 19th century to the present. Prerequisite: Spanish 103 or equivalent.

**144—Survey of Spanish American Literature I (3)**

A survey of representative works and authors of the Colonial period through the 20th century. Introductory readings in Spanish American prose, poetry, and drama. Prerequisite: Spanish 103 or equivalent.

**145—Spanish American Literature II (3)**

A study of literary movements in Spanish America from the Modernist period to the present. Readings in Spanish American prose, poetry, and drama of the time. Prerequisite: Spanish 103 or equivalent.

**149—Spanish American Novel (3)**

A study of the novels by 20th century Spanish American authors who have contributed to the Latin American literary *boom*, among them Azuela, Asturias, Cortazar, Vargas Llosa, and Garcia Marquez. Prerequisite: Spanish 120, 121, 141, 144 or 145 or equivalent.

**150—Contemporary Spanish American Theatre (3)**

A study of the outstanding drama produced in Spanish America in the 20th century. The theatre as a means of social and political expression. Prerequisite: Spanish 120, 121, 141, 144 or 145 or equivalent.

**151—Contemporary Spanish American Poetry (3)**

Study of the Modernism and Vanguardism movements in Spanish America, and the outstanding poets of today. Prerequisite: Spanish 120, 121, 141, 144 or 145 or equivalent.



**153—Mexican Literature and Culture (3)**

A survey of Mexican prose, poetry, and drama containing the principal trends followed in philosophy, music, and painting expressed in literary form. Prerequisite: Spanish 120, 121, 141, 144 or 145 or equivalent.

**160—Topics in Hispanic Literature (3)**

Study at an advanced level of special topics of Spanish and/or Spanish-American literature, etc. such as Medieval authors, Golden Age theater, magic realism, indigenous literature, women writers, Chicano literature in Spanish, etc. Selected subjects will be announced in the schedule of classes. This course may be repeated for credit when the topic changes. Prerequisite: Spanish 120 or above.

**170—Commercial Correspondence and Business Spanish (3)**

Oral and written Spanish with special attention to accurate and idiomatic expressions currently in use in business and technical fields. Extensive practice in writing business letters. Prerequisite: Spanish 101 or equivalent.

**193—Field Experience in Spanish (1)**

Placement in a community agency where developed language skill will be utilized. Prerequisite: Approval by Department Chair.

**199—Independent Studies (1-3)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required as well as preparations of reports to be assigned by the instructor. Prerequisite: Department Chair's approval.

**Note:** For graduate courses in Spanish, see Graduate Division Bulletin.

**FRESHMAN PRECEPTORIAL PROGRAM**

The Freshman Preceptorial program provides an orientation to the academic and intellectual life of the University. Each entering freshman, upon deciding to enroll at the University of San Diego, is assigned to a preceptorial. The preceptorial is, first of all, a course which approaches one of the major disciplines in a new or different way. Enrollment in each preceptorial is generally limited to eighteen students, and the teacher, or preceptor, is the academic advisor for these students.

By combining academic advising with an innovative approach to subject matter, each preceptorial is designed to

- 1) begin the student's general education by instruction in one of the essential academic disciplines,
- 2) provide early and continuing communication between the entering student and a specific faculty member,
- 3) assist the student in planning a cohesive and productive program,
- 4) introduce the student to the intellectual resources of the University and the larger community, and
- 5) help the student develop the inquiring habit of mind which is fundamental to higher education.

## GERMAN

See course listings under Foreign Languages and Literatures

## GREEK

See course listings under Foreign Languages and Literatures

## HISPANIC/LATIN AMERICAN STUDIES

Robert R. Bacalski, Ph.D.

Iris H. W. Engstrand, Ph.D.

### Co-coordinators

The major in Hispanic/Latin American Studies is an interdisciplinary program that studies the culture, languages, history, and traditions of Spain and the Spanish speaking nations of the New World.

The major will be helpful in preparing undergraduate students for careers in teaching, foreign service, diplomacy, government, administration, library service, archival work, and future graduate studies in foreign languages, and the behavioral and social sciences.

**Recommended Preparation for the Major:**

Anthropology 20, Spanish 4 or stated requirements for upper division Spanish courses, History 15.

### The Major:

27 units of upper division coursework with at least six units from each area, chosen in consultation with the advisor.

### The Minor:

18 units in Hispanic/Latin American Studies.

**Courses Available for the Major or Minor:**  
Behavioral Sci.

**Behavioral Sciences:**

- Anthropology 20 — Introduction to Cultural Anthropology (3)  
 Anthropology 102 — Cultural Anthropology (3)  
 Anthropology 120 — Ancient Mesoamerica (3)  
 Anthropology 121 — Ancient America (3)  
 Anthropology 122 — Peoples of South America (3)  
 Anthropology 124 — Ancient Peoples of the Andes (3)

**Languages:**

- Spanish 102 — Civilization of Spain (3)  
 Spanish 103 — Introduction to Literature (3)  
 Spanish 104 — Civilization of Spanish America (3)  
 Spanish 120 — Survey of Spanish Literature I (3)  
 Spanish 121 — Survey of Spanish Literature II (3)  
 Spanish 122 — Spanish Literature of the Golden Age (3)  
 Spanish 123 — Don Quijote de la Mancha (3)  
 Spanish 124 — Spanish Theatre of the Golden Age (3)  
 Spanish 125 — Spanish Literature of the Eighteenth and Nineteenth Centuries (3)  
 Spanish 127 — Twentieth Century Spanish Literature (3)  
 Spanish 141 — The Spanish American Short Story (3)  
 Spanish 144 — Survey of Spanish-American Literature I (3)  
 Spanish 145 — Survey of Spanish-American Literature II (3)



- Spanish 149 — Spanish-American Novel (3)
- Spanish 151 — Contemporary Spanish American Poetry (3)
- Spanish 153 — Mexican Literature and Culture (3)
- Spanish 160 — Seminar: Topics in Hispanic Literature (3)

### **Social Sciences:**

- History 154 — History of Spain (3)
- History 160-161 — Latin America I-II (3-3)
- History 183 — Mexican-American History (3)
- History 185 — Indians of the Californias (3)
- History 186 — Pacific Ocean in History (3)
- History 187 — History of Baja California (3)
- History 188 — History of California I (3)
- Political Science 186 — Politics in Latin America (3)

As new courses are added to the curriculum they may be taken as options to those currently listed under Hispanic/Latin American Studies, provided that they conform to the area distribution as outlined for the Major.

## **HISTORY**

Iris H. W. Engstrand, Ph.D., Chair  
 Raymond S. Brandes, Ph.D.  
 Yung-Chen Chiang, Ph.D.  
 Carl L. Gilbert, Ph.D.  
 James O. Gump, Ph.D.  
 Sister Helen Lorch, M.A.  
 James R. Moriarty, III, Ph.D.  
 James K. Otte, Ph.D.  
 Steven E. Schoenherr, Ph.D.

**Preparation for the Major:** History 11-12 or 15-16, History 17-18.

**The Major:** The program in history provides research and writing techniques useful in a variety of professions, and at the same time the major emphasizes the importance of individual areas of historical study.

Coursework can lead to graduate studies in historic preservation, public history, records management, teaching, law, media, museum, park systems or historical society employment.

The undergraduate program can lead to a career in teaching at the Junior College level upon completion of an MA degree; one may take a teaching credential for high school or elementary school work. History graduates have found careers in government, foreign service, the motion picture and television industry, law, and other professions where the impact of history and the techniques used for research are important.

For students with a major in history, no minor is required. Each student in consultation with his or her departmental advisor builds a program around areas of world history and areas of interest. The attempt is to tailor student interest with potential use when the degree is completed.

Three hemispheric areas of history are offered:

Area "A" United States    Area "B" Latin America/Non-Western World  
 Area "C" Europe

The 24 units of upper division work should include 9 units from the area of first choice and 6 units from the area of second choice.

History 100, Historian's Methods (3) is required of all History Majors, preferably in the second semester of the sophomore year. It fulfills the G.E. writing requirement.

**The Minor:** The 18 units must include History 11-12 or 15-16 or 17-18, plus 12 units of upper division selected with a faculty advisor in history from the areas of study.

### Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	History 12/16 (3)	History 17 (3)	History 18 (3)
History 11/15 (3)	G.E. or	G.E. or	G.E. or
G.E. or	Elective (12)	Elective (13)	Elective (10)
Elective (9)			History 100 (3)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
History u.d. (6)	History u.d. (6)	History u.d. (6)	History u.d. (6)
G.E. or	G.E. or	G.E. or	Electives (9)
Elective (9-10)	Elective (9-10)	Elective (9)	

### 3—The Human Environment (3)

The environmental determinants of geography and society in modern American civilization. Identical with Environmental Studies 3. Fulfills a general education requirement in History. (Spring.)

### 11-12—Western Civilization (3-3)

Lectures, readings, and discussions of ideas, attitudes, and institutions basic to an understanding of Western civilization and its relation to present day issues. Part I — Western man through 17th century. Part II — Western man from 18th century to the present. (Every year.)

### 15-16—World Civilizations

An examination of the patterns of relationships and processes of change across the world from earliest times to the late twentieth century. Emphasis will be given to different styles of civilization and to the effects of cultural contact and diffusion. History 15 covers the period to 1500; History 16 focuses on the period 1500 to the present. (Every year.)



**17-18—American Civilization (3-3)**

Selected themes in U.S. history with emphasis upon the basic influences that have shaped American life. Part I covers the colonial period through the Civil War with special attention to the development of political institutions. Part II will emphasize the emergence of the U.S. as an imperial power and considers such topics as industrialization, reform, environmental questions, and global issues. Meets the State requirement in American history and political institutions. (Every year.)

**100—Historian's Methods (3)**

Beginning seminar in historical research, problems of investigation, critical analysis and presentation, correct use of footnotes and bibliography; acquaintance with major libraries, archives and the use of media techniques. Some attention to the development of historical writing and the philosophy of history. Fulfills the G.E. writing requirement. Recommended in the sophomore year. (Every year.)

**108A-108B—Historic and Pre-Historic Archaeology (3)**

A continuing program in archaeology through field excavations and lab work. Historic sites include Mission San Diego and San Diego's Old Town State Park; prehistoric sites of four known cultures in this region are to be excavated at intervals. The program is interdisciplinary in nature. Prerequisite: Permission of instructor.

**110—The Ancient World (3)**

Explores the cradles of civilization in Ancient Mesopotamia and Egypt. An introduction to early man is followed by a survey of Sumerian, Babylonian, Egyptian, Hittite, Phoenician and Hebrew cultures, as well as the Assyrian and Persian imperialism that replaced them. It covers the period through Cyrus the Great. (Every other year.)

**111-112—Greek and Roman Civilizations (3-3)**

Study of the history and institutions of Greece from the birth of the city-states to the death of Alexander the Great. Study of the history and institutions of the Roman Republic and Empire from the foundation of Rome to the end of the fifth century. (Every other year.)

**121-122—Medieval History (3-3)**

A study of the political, social, economic, and cultural foundations of Western civilization. Examination of representative medieval institutions such as the Church and monasticism; the Germanic kingdoms; feudalism; the town, and the university. Topics will also include representative government, rise of the national states, development of commercial institutions and social interaction during the Middle Ages. (Every other year.)

**131—Renaissance and Reformation (3)**

Study of the nature and origin of the new learning, with its impact on the civilization of the late Middle Ages and early modern times. Sixteenth-century European studies in the religious, political, economic, and social light of the Reformation and development of the national monarchies. (Every other year.)

**133—The Baroque Age (3)**

An analysis of seventeenth and eighteenth century moods, movements, and people. Special attention to forces contributing to the Age of Enlightenment. (Every other year.)

**145—Topics in Military History (3)**

A critical study of the various aspects of warfare as they have evolved in history. Emphasis will be on particular wars, strategies, leaders and military innovations that have dramatically affected, and are continuing to affect the course of history. The time span will range from ancient times to the present. The course may be repeated as the topics vary.

**146—Topics in Early European History (3)**

Lectures, readings, discussions, and papers on certain major topics such as the rise of the city, the crusades, seagoing activities, scientific developments, the Age of Discovery, the Age of Enlightenment, and other specialized subjects from ancient times through the French Revolution. The course may be repeated as topics vary.

**147—Topics in Modern European History (3)**

Topics may include romanticism, liberalism and nationalism, the industrial revolution, capitalism and the triumph of the bourgeoisie; imperialism and the "Golden Age of Hope;" the century of war; the Cold War and its consequences; the New Europe and the Global System. The course may be repeated as topics vary.

**150—History of England to 1688 (3)**

The development of England from earliest times to the Glorious Revolution of 1688. Emphasis upon origins of Anglo-American liberties, common law, and representative government; the social and political background to the age of Chaucer, Shakespeare, and Milton; and England's evolution from frontier outpost of European civilization to its central position in a world empire based upon maritime and commercial supremacy.

**151—History of England and Great Britain Since 1688 (3)**

The development of England and Great Britain from the Glorious Revolution of 1688 to the present. Emphasis upon the origins and consequences of the industrial revolution, the transition from empire to the British Commonwealth of nations, and the conditions leading Britain from the height of world power and prestige in the Victorian Age to major twentieth-century calamities.



**152—The British Imperial Experience (3)**

An analysis of themes and processes in the British imperial experience from the 18th century to the present. Emphasis upon colonial nationalism, indigenous resistance and collaboration, theories of colonial administration, economics and imperialism, and decolonization.

**154—History of Spain (3)**

A study of the Iberian Peninsula from pre-Roman times to the modern era. Emphasis upon the geographical setting, influence of the Moslem conquest, and forces contributing to overseas colonization. Special attention given to Spain's role in European affairs. (Every other year.)

**155—Tsarist Russia (3)**

A study of the development of the Russian state from the rise of Kievan Russia to the first twentieth century revolution. Special emphasis on the role of the Tsarist autocracy, the Orthodox Church, and pan-Slavism.

**156—Soviet Russia (3)**

An analysis of the rise of Bolshevik Russia; examination of the growth of the Soviet state in its prolonged condition of revolution. The role of Soviet Russia in today's world.

**158—Topics in Modern World History (3)**

An in-depth investigation into a variety of recent historical events that have affected the United States in its world setting. Selected topics will be announced in each semester's schedule of classes. The course may be repeated for credit when the topic changes.

**160-161—Latin America I and II (3-3)**

The age of discovery; Indian civilization; social, political, and religious institutions introduced to the New World; forces contributing to the movement for independence from Spain and Portugal; social and cultural developments. Part II: Rise of Mexico and the nations of South America as independent republics from 1821 to the present. Studies of church-state relationships, dictatorships, land problems, cultural and social institutions, and the Organization of American States. (Every year.)

**168—History of the Mass Media in the United States (3)**

A survey of the origin and development of the mass media in the United States from the colonial newspaper to modern television. Also listed as Communication Studies 168.

**170—United States Constitutional History (3)**

Evolution of the American constitutional system focusing particularly on the role of the Supreme Court in the development of judicial review. Topics include origins of the Declaration of Independence, framing and ratification of the Constitution, issues in the sectional crisis, substantive due process and the 14th Amendment, civil rights and the major constitutional issues of the 20th century.

**171—Topics in Early American History (3)**

Includes discovery and exploration, the Colonial Period, the American Revolution, the Federalist Era, and other topics in the political, economic, social and cultural history of the United States before 1800. May be repeated for credit when the topic changes.

**172—Topics in Nineteenth Century American History (3)**

Includes the Age of Jefferson, War of 1812, Nationalist Era, Jacksonian Democracy, Populism, the Gilded Age, and other topics in the political, economic, social and cultural history of the United States from 1800 to 1900. May be repeated for credit when the topic changes.

**173—Armed Conflict in American Society (3)**

A multidisciplinary examination of the impact of war and potential war on the experience, thought, and values of the United States. Topics will include U.S. military policy from the American Revolution to the Cold War, popular American attitudes toward war and the armed forces, the moral issues inherent in war and peace decisions, and the nature of nuclear warfare in the modern era.

**174—Civil War and Reconstruction (3)**

History of the United States from 1850 to 1877 with special emphasis on the political, economic, social, and military aspects of conflict between the North and the South. Includes the causes of the war, military strategy, the aftermath and its effects on the U.S. in later years.

**175—Topics in Twentieth Century America (3)**

Includes the Progressive Era, World War I, the Roaring Twenties, the Great Depression, New Deal, World War II, the Cold War, and other topics in the political, economic, social and cultural history of the United States from 1900 to the present. May be repeated for credit when the topic changes.

**176-177—United States Diplomatic History I and II (3-3)**

Part I covers foreign relations of the U.S. from the American Revolution to the Spanish American War. Part II covers the role of the U.S. as a world power during the 20th century.

**178—United States Intellectual and Social History (3)**

Deals with ideas and movements such as Constitutionalism, Liberalism, Sectionalism, and Slavery through Reconstruction. Includes topics such as Monetary systems; Communications; Vanishing Frontier; Labor; Trusts; Immigration; the Gilded Age; Mass-Culture and The Lost Generation.

**179—United States Business and Economic History (3)**

Business and economic background of the American Revolution and the Constitution; the Industrial Revolution in America; economic issues in the sectional crisis leading to the Civil War; the rise of big business; economic and business developments in the 20th century from World War I to the present.



**180-181—The American West I and II (3-3)**

Discovery, exploration, and settlement of the Trans-Mississippi West to the time of the War with Mexico. Analysis and interpretation of the role of the American Indian, trapping, trading, the United States Army. Part II (181): from 1848 to the present day, mining, Indian Wars, agricultural West, water and the arid regions. The American West as a region economically, socially, and politically important. 180 is not a prerequisite to 181.

**182—The Spanish Borderlands (3)**

Discovery, exploration, and settlement by Spain of the North American region from Florida to Alaska with particular emphasis on the Spanish Southwest. Includes the history of the native Indian inhabitants and the role of the French in Louisiana to 1763. Generally covers the period from 1500 to 1810.

**183—Mexican American History (3)**

Exploration and settlement of northern Mexico and the Hispanic Southwest from colonial times to the present. Includes the history of native Indian inhabitants and the effects of both Mexican and American penetration into the region. Topics cover the impact in present-day society of Hispanic and Mexican cultural values, problems faced by persons of bicultural heritage, and recent U.S.-Mexican relations, especially in the border areas. (Every other year.)

**185—Indians of the Californias (3)**

Studies of the Indians of Alta and Baja California from the time of their arrival in North America until the end of Spanish rule, about 1821. Theory and field methods included.

**186—The Pacific Ocean in History (3)**

History of maritime activities in the Pacific with emphasis on discovery and exploration. Covers Spanish, Portuguese, French, English, Dutch and Russian sea expansion. Topics include the study of Polynesia, Manila Galleon trade, and 18th century scientific expeditions. Applies to Area B or C.

**187—History of Baja California (3)**

History of Lower California from the time of the first Spanish maritime explorations, circa 1520, to modern times. Emphasis on land, sea, and the people; Spanish and Mexican institutions. Detailed studies particularly for the Mission period, the Mexican War, and the growth of cities.

**188-189—History of California I and II (3-3)**

Part I: California from its discovery to the Mexican War with emphasis upon Spanish and Mexican cultural contributions. Special attention given to the role of San Diego. Part II: The growth of California from 1848 to the present day with emphasis upon political, economic, and cultural forces explaining the role of California in the 20th century. Part I is not a prerequisite to Part II. (Every year.) Part I — Area A or B; Part II — Area A.

**190—Traditional China (3)**

A study in depth of key aspects of Chinese culture and what it means to be distinctively Chinese. This will include the philosophical, sociological, and political evolution of the Chinese civilization through the period of Western impact and the collapse of the Ch'ing Dynasty.

**191—China in Revolution (3)**

An analysis and interpretation of the continuing era of revolution to the founding of the People's Republic of China. Emphasis will be on the conflicting ideologies of nationalism, Communism, traditionalism, and modernism.

**192—Topics in Asian History (3)**

A critical study in problems related to East Asia, including such courses as China and Russia, China and the United States, China and the Third World, India, Nationalism and Communism in Asia and other relevant topics. The course may be repeated for credit when the topic changes.

**193—History of Japan (3)**

A thematic study of Japanese society from antiquity to present. The topics will include early Chinese influence, the rise of the warrior class, the centralized feudal system of the Tokugawa period, the Meiji Restoration, the rise of Japanese imperialism, post-WWII reform, and Japan's rise as a global economic power.

**194—The Nineteenth and Twentieth Century Middle East (3)**

An inquiry into the historic Middle East emphasizing the growth and decline of the Ottoman Empire, Arab and Jewish nationalism and the paths to independence.

**195—Africa: Cultures and Civilizations (3)**

An analysis of particular themes in the African historical experience from earliest times to independence from colonial rule. Special attention will be given to society and processes of change in the precolonial period and to development and underdevelopment since the European intrusion.

**196—Issues in Modern Africa (3)**

A critical study of issues confronting Africans in the twentieth century. Alternating courses may include Problems in Africa since Independence and the Special Case of South Africa. The course may be repeated for credit when the topic changes.

**197—Internship (3)**

Practical experience in a field setting under professional supervision. Interns may be assigned to the City or County of San Diego, Museum of San Diego History, or a similar institution. See department chair for assignment.

**198—Senior Colloquium (3)**

For area studies majors. The course will be conducted either as an undergraduate seminar or as an independent study by the professor in the student's major area of study.



### 199 — Independent Study (1-3)

Directed readings, a special project, or a research paper for history majors of high scholastic standing. Consent of the department chairman must be obtained. The maximum of three units will be allowed only under special circumstances.

#### Note:

- (1) For graduate courses in History, see Graduate Division Bulletin.
- (2) Students wishing to earn a History or Social Science teaching credential may do so while completing a major in History. The specific requirements for the teaching credential differ from general requirements for the History major. Students interested in pursuing a Social Science teaching credential should consult the Department Chair.

### INTERDISCIPLINARY HUMANITIES

Michael F. Wagner, Ph.D.  
Coordinator

Instituted in 1988, the Interdisciplinary Humanities Major is a full major. It is not, for example, just a certification program to supplement a student's "real" major. This major is *interdisciplinary* because it requires that students take courses from several different Humanities disciplines and it places special emphasis on interrelationships among these disciplines. The Humanities disciplines are: Art, English, Foreign Languages, History, Music, Philosophy, and Religious Studies.

The Humanities are not separate, isolated spheres of knowledge or art but integral parts of human experience. Although contemporary universities compartmentalize the Humanities into distinct academic departments, teachers in those departments recognize the interrelatedness of their disciplines. The Interdisciplinary Humanities Major breaks down artificial boundaries between disciplines and appeals especially to students whose own academic interests cannot be satisfied by a single, "standard" Humanities major.

The idea (or ideal) of the Humanities, or Humanistic studies, has a long history. Long considered the paradigm of a liberal education, "Humanistic studies" refers to a course of study which examines human history, culture, and values and which considers these to be of greater and more lasting value than more narrowly vocational or scientific training. The Interdisciplinary Humanities Major allows students to explore the ways in which Humanities disciplines examine and express the "human side" of our existence—our history and languages; our art, music, and literature; and our philosophical and spiritual aspirations. It provides a unique educational experience and seeks to foster creativity, vision, and intellectual breadth and flexibility; an understanding and appreciation of human history, culture, accomplishments, and potentials; and an ability to understand and integrate diverse methods of expression and knowledge.

Students in this major will receive a firm basis at the lower division level in all seven of the Humanities disciplines—Art, English, Foreign Languages, History, Music, Philosophy, and Religious Studies. At the upper division level, students are given an opportunity to develop their own interdisciplinary interests, selecting courses from various Humanities disciplines. Some

restrictions are placed on this selection to insure, on the one hand, that students are well acquainted with the methods and achievements of at least one of the Humanities disciplines while, on the other hand, maintaining the *interdisciplinary* character of the major. Moreover, all upper division courses are selected in consultation with the major's coordinator. There is also a sequence of three (required) courses designed specifically for this major, culminating in a seminar-style course in which Senior students apply their interdisciplinary experience to a single, unifying theme or topic of their choosing.

The Interdisciplinary Humanities Major prepares students for a life of continuing growth and humane development. It can prepare students for formal study in a number of graduate and professional areas. It also embodies qualities of a Liberal Arts education which increasing numbers of employers are finding desirable yet sorely lacking in more explicitly "career oriented" programs.

### MAJOR REQUIREMENTS

Students majoring in Interdisciplinary Humanities must satisfy all of the general education requirements as set forth in this bulletin. Although this major requires more total units than majors in the individual Humanities departments, students should note that a number of these units also satisfy general education requirements.

**LOWER DIVISION PREPARATION:** Humanities 60; Art 33 and Music 30; two courses selected from English 22, 23, 26, and 28; History 11 and 12, or History 15 and 16; Library Science 1; Philosophy 70, and 71 or 72; and satisfaction of the Foreign Language and Religious Studies general education requirements.

**THE MAJOR:** Humanities 120; Humanities 180; and 36 upper division units, selected from the seven Humanities disciplines with the following restrictions:

1. At least 12 but not more than 18 units must be from a single Humanities discipline. This discipline is termed the student's *area of concentration*.
2. Of the remaining 18-24 units, no more than 9 units can be from a single Humanities discipline.
3. In selecting their program of upper division courses (in consultation with the major's coordinator), students should develop an emphasis on some historical period or other unifying theme or focus.
4. One of these upper division courses must be from the following: English 190; Structural Linguistics (French, German, Italian or Spanish 138—taught in English); or one of the civilization courses taught in the Foreign Language department (French 103, German 103, Italian 104, or Spanish 102).

**NOTES:** Students doing upper division work in Music may substitute another appropriate lower division course for Music 30. Students must satisfy any prerequisites for upper division courses set by the department they choose as their area of concentration. The seven Humanities disciplines, from which the 36 upper division units are to be selected, are: Art, English, Foreign Languages, History, Music, Philosophy, and Religious Studies.



## **Humanities Course Descriptions**

### **60—Introduction to the Humanities (3)**

This course examines interactions among art, literature, music, philosophy, and religious and secular history at several pivotal times in Western civilization—for example, Classical Greece, the High Middle Ages, the Italian Renaissance, the Enlightenment, or the Industrial Revolution. In this way, the subject matter of the various Humanities disciplines are seen to be different yet not separate aspects of human experience, and their essential roles in the development of human culture are observed.

### **120—Intellectual Achievements of Antiquity (3)**

More than any other ancient civilizations, Classical Greece and Rome laid the foundations of Western culture. This course focuses on the intellectual and literary history of the Greek and Roman period, including such figures as Pindar, Homer, Sophocles, Aeschylus, Plato, Aristotle, Menander, Seneca, Cicero, Galen, and Virgil. Prerequisites: History 11 or 15, and Philosophy 70.

### **180—Senior Research Seminar (4)**

This is a two semester course. Students will register for 1 unit during the Fall semester and 3 units during the Spring semester. In the Fall, students will define a research topic that would allow them to integrate and apply their interdisciplinary experience in the Humanities, and they must compose and have approved a research proposal on that topic. The approved project must result in a research paper, to be completed and presented during the Spring semester. Prerequisite: Senior standing in the Interdisciplinary Humanities Major or approval of the Humanities coordinator.

## **INTERNATIONAL RELATIONS**

**Patrick F. Drinan, Ph.D.**  
**Chair,**

**Department of Political Science**

The International Relations major is recommended as a field of study for those students seeking careers abroad in government or in private industry, for teachers, for those planning careers in journalism, law, and related fields and for those who intend to pursue graduate studies. The major consists of not less than thirty upper division units selected in consultation with an advisor from the Political Science faculty.

**Preparation for the Major:** Political Science 15, 20, and 95; History 11-12 or History 15-16; Art 33; Economics 1 and 2; and the General Education requirements.

**The Major:** Thirty units of upper division work to include:

A. Political Science: 15 upper division units (five courses) from among the following:

- Political Science 110 — Comparative Political Ideology (3)
- 126 — Comparative Public Law (3)
- 127 — International Law (3)

- 128 — International Organizations (3)
- 129 — Law of the Sea (3)
- 130 — International Political Economy (3)
- 154 — Politics in Western Europe (3)
- 158 — Comparative Analysis of Developing Areas (3)
- 178 — Contemporary American Foreign Policy (3)
- 179 — National Security Policy (3)
- 180 — Politics in the USSR (3)
- 181 — Politics in Eastern Europe (3)
- 182 — Soviet Foreign Policy (3)
- 185 — Latin America in World Affairs (3)
- 186 — Politics in Latin America (3)
- 189 — Politics in Japan (3)
- 190 — Politics in China (3)
- 192 — Politics in the Middle East (3)
- 193 — Comparative Foreign Policy (3)

B. Humanities: 12 upper division units (four courses) with one course from Art, one from English, and two from History, to be chosen from the following:

- Art 133 — History of Modern Art (3)
- Art 134 — History of Contemporary Art (3)
- Art 135 — History of Oriental Art (3)
- Art 137 — History of American Art (3)
- English 148 — Nineteenth Century British Fiction (3)
- English 160 — Twentieth Century British Poetry (3)
- English 163 — Modern Continental Literature (3)
- English 168 — 20th Century American Fiction (3)
- English 180 — Oriental Literature (3)
- History 147 — Topics in Modern European History (3)
- History 151 — History of Great Britain Since 1485 (3)
- History 154 — History of Spain (3)
- History 155 — Tsarist Russia (3)
- History 156 — Communist Russia (3)
- History 158 — Topics in Modern World History (3)
- History 160-161 — Latin America I & II (3-3)
- History 173 — Armed Conflict in American Society (3)
- History 176-177 — United States Diplomatic History I & II (3-3)
- History 183 — Mexican-American History (3)
- History 190 — Traditional China (3)
- History 191 — China in Revolution (3)
- History 192 — Topics in Asian History (3)
- History 193 — History of Japan (3)
- History 194 — The Nineteenth and Twentieth Century Middle East (3)
- History 195 — Nineteenth and Twentieth Century Africa (3)
- History 196 — Problems in Independent Africa (3)



**C. Economics: 3 upper division units (one course):**

Economics 133 — International Economics (3)

or

Political Science 130 — International Political Economy (3)

Note: Political Science 130 can satisfy requirements in either Political Science or Economics categories but not both.

**The Minor:** Political Science 15, 20, 127 and nine additional upper division units selected in consultation with an advisor from the Political Science faculty.**Recommended Program of Study**

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	History 12 or 16 (3)	Pol. Sci. 20 (3)	Economics 2 (3)
Art 33 (3)	Pol. Sci. 15 (3)	Pol. Sci. 95 (3)	G.E. or
History 11 or 15 (3)	G.E. or	Economics 1 (3)	Elective (12-13)
G.E. or	Elective (9-10)	G.E. or	
Elective (6)		Elective (6-7)	
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
History u.d. (3)	Pol Sci u.d. (6)	Pol. Sci u.d. (3)	Pol. Sci. u.d. (3)
Economics 133 (3)	Engl. (3)	Art u.d. (3)	Elective (12)
Pol. Sci. u.d. (3)	G.E. or	History u.d. (3)	
G.E. or	Elective (6-7)	Elective (6)	
Elective (6)			

**ITALIAN**

See course listings under Foreign Languages and Literatures.

**LATIN**

See course listings under Foreign Languages and Literatures.

**LIBRARY SCIENCE****Marian P. Holleman, M.A., M.L.S.**

The University of San Diego offers professional education in librarianship. Subjects which are essential background for all librarians are covered in the courses.

**The Minor:** The eighteen units of work should include Library Science 100, 141, 142, 152, and six additional units. Computer Science 6 and Business 101 may be applied to the minor.**1—Research Methods (1)**

A positive relationship exists between knowledge of library usage and academic effectiveness. The goal of this course is the instruction of students in the use of the library and its resources as a tool of educational achievement. Students will learn the techniques of searching out in-depth information sources in many disciplines.

**100—Library in Society (3)**

Libraries and the profession of librarianship, evolution of the library as a social institution, functions of the modern library; survey of professional library literature, professional philosophy and ethics.

**141—Bibliography and Reference Sources (3)**

Evaluation of basic reference books and information sources. Problems covering reference books and reference methods.

**142—Cataloging and Classification (3)**

Introduction to the principles and methods of bibliographic description, organization, and subject analysis of library materials.

**144—Building Library Collections (3)**

Problems and techniques of collection building relating to the acquisition of book and non-book materials. The student will read widely among current books in different subject fields to establish standards of evaluation and familiarity with reviewing media.

**149—History and Art of Books and Printing (3)**

A survey of the development from ancient times of people's methods of recording information and various methods of printing, illustrating, and reproducing the book.

**152—Supervised Experience (3)**

Students will do 60 hours of practical work in the University Library. They will work in both the Public and Technical Service areas. In addition, a project will be assigned and carried out under the direction of a professional librarian. Prerequisite: 15 units of Library Science which must include 100, 141, 142.

**154—Reading for Children and Young Adults (3)**

Historical background of children's literature and critical analysis of folklore, legends, myths, and modern imaginative literature as an essential part of the whole realm of literary activity. A discussion of the criteria for selection of books suitable for children and adolescents in relation to their interests, special needs, and abilities.

**MARINE STUDIES**

Richard E. Casey, Ph.D., Director  
 Richard P. Phillips, Ph.D.  
 Adjunct Professors:  
 Lanny H. Cornell, D.V.M.  
 Joseph R. Jehl, Jr., Ph.D.  
 Vice President and Assistant  
 Director for Research  
 Hubbs Marine Research Center  
 Sea World Research Institute  
 Donald B. Kent, M.S.  
 Senior Vice President and Director  
 Hubbs Marine Research Center  
 Sea World Research Institute



The program in Marine Studies offers students a choice of two majors, Marine Sciences or Ocean Studies. Students may also choose to minor in Marine Studies. The major in either Marine Sciences or Ocean Studies requires a student to complete a second major in another field as well. For this double major, 48 upper division semester units overall are required, at least 24 of which must be in marine-related subjects. Some suitable companion majors (for example, Biology) require over 24 units of upper division course work. In those instances up to nine units may be applied to both majors. The Marine Sciences have a second major in one of the natural sciences (Biology, Chemistry, Physics, etc.); the Ocean Studies option will have a second major in a non-science field (Anthropology, Economics, History, International Relations, Political Science, or any other appropriate discipline). This double major insures the broadest experience in the liberal arts and sciences and enlarges the career opportunities of the program's graduates. These opportunities include future graduate study, careers in marine-related fields, in marine-oriented business, in mariculture and aquaculture, etc. Marine Studies will serve as excellent background for intensive graduate work at USD or other major universities and as a pre-law preparation. In the latter instance, the relationship of the marine environment with pressing and perplexing legal questions and issues is a rapidly growing field in law today.

The minor is suitable for students who want an introductory knowledge of the sea by who find the joint major too demanding. It is especially suited to students in the School of Business.

It is particularly fitting that this type of program be located in San Diego, an important port city with a well-developed marine and scientific community. The University of San Diego is pleased to offer this program in cooperation with Hubbs Marine Research Center, Sea World Research Institute. The program utilizes personnel and facilities of both institutions.

#### **Lower Division Preparation for the Major**

**Required of all students:** Marine Studies 10 or Environmental Studies 1, Marine Studies 11 (same as Biology 11) or Environmental Studies 2 or Biology 21 (Students planning a joint major in Biology should take Biology 21; Marine Studies 11 or Environmental Studies 2 are not suitable.)

**Required for the B.A. degree in Marine Sciences:** Physics 42 and 43 (or 50 and 51), Chemistry 10A-B, Chemistry 11A-B, Mathematics 50 and 51, Mathematics 15 or Biology 100, and Biology 20.

#### **Upper Division Major Courses**

**Required of all students:** Marine Studies 180, 181, 183, 197 and 198.

**Required for the B.A. degree in Marine Sciences:** Marine Studies 182; and any two of the following three, Marine Studies 180L, 181L, or 182L.

Remaining upper division units for the major may be selected from any of the courses in Marine Studies, or from the following, or other courses with consent of the Director of Marine Studies; Biology 150, 168, Chemistry 110A,B, 150, Environmental Studies 105, History 186, Philosophy 153E.

**Required for a minor in Marine Studies:** completion of 18 units of marine-oriented courses, with at least 10 units in upper division work, course

work must include Marine Studies 10, 11 (or Environmental Studies 1, 2 or Biology 21) and 197, and at least two courses from Marine Studies 180, 181, 182, and 183.

**Recommended Programs of Study:** The following demonstrate programs which will allow the student to complete a double major within the required 124 semester units of study. The program is demanding on the student and requires careful planning early in the student's career and all majors should consult with the Director of Marine Studies early on. A student interested in Marine Studies should come to USD with a traditional college preparatory background. Students without adequate preparation in Mathematics, English, or Foreign Languages, etc., may take longer than the four years to complete their dual majors.

### Recommended Program of Study for Marine Sciences

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Env St 1/2	Chem 10A (3)	Chem 10B (3)
Mar St 10/11	or Mar St 10/11	Chem 11A (1)	Chem 11B (1)
or Env St 1/2	or Bio 21	Physics 51 (4)	Major 2, G.E. or
or Bio 21	Physics 50 (4)	Bio 20 (4)	Electives (11)
Math 50 (4)	Math 51 (4)	Major 2, G.E. or	
Major 2, G.E. or	Major 2, G.E. or	Electives (2-5)	
Electives (3-5)	Electives (3)		
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Mar. St. 180 (3)	Mar. St. 182 (3)	Mar. St. 181 (3)	Mar. St. 197 (2)
Mar. St. 180L (1)	Mar. St. 182L (1)	Mar. St. 181L (1)	Major 2, G.E. or
Math 15 (3) or	Mar. St. 183 (3)	Mar St. 198 (3)	Electives 12-15)
Bio 115 (4)	Major 2, G.E. or	Major 2, G.E. or	
Major 2, G.E. or	Electives (7-10)	Electives 7-10)	
Electives (6-9)			

### Recommended Program of Study for Ocean Studies

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Mar. St. 10/11	Math 11 (3)	Math 14 (3)
Mar. St. 10/11	or Env. St. 1/2	Major 2, G.E. or	Major 2, G.E. or
or Env. St. 1/2	Major 2, G.E. or	Electives (10-14)	Electives (10-14)
Major 2, G.E. or	Electives (10-14)		
Electives (7-11)			
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Mar. St. 180 (3)	Mar. St. 182 (3)	Mar. St. 181 (3)	Mar. St. 197 (2)
Major 2, G.E. or	Mar. St. 183 (3)	Mar. St. 198 (3)	Major 2, G.E. or
Electives (11-14)	Major 2, G.E. or	Major 2, G.E. or	Electives (12-15)
	Electives (8-11)	Electives (8-11)	



**10—Introduction to the Ocean (3)**

The chemistry and physics of sea water, its circulation and physical properties. Tides, currents, waves, and shoreline processes will be studied. The topography and geology of the ocean basin and the distribution and nature of marine sediments will also be studied. This course fulfills a general education requirement in physical science (chemistry or physics). Two lectures and one laboratory or field experience per week. (Every semester.)

**11—Life in the Ocean (3)**

An introduction to the plant and animal life in the ocean, including their phylogenetic and ecologic interrelationships. Biological principles and processes that are basic to all forms of life in the ocean will be stressed. Two lectures and one laboratory or field trip per week. Cross-listed as Biology 11. (Every semester.)

**154—Marine Ecology (3)**

Discussions of the ecological relationships within the sea, including such topics as production, community structure, and biogeography. Communities discussed may range from the coast to the deep sea, and will cover plankton, nekton, and benthon. Three hourly meetings per week consisting of lectures and seminars. Prerequisite: Biology 148. Cross-listed as Biology 154.

**179 — Atmospheric Science (3)**

A development of atmospheric science based upon the fundamental principles of the physical sciences. Topics include atmospheric composition, thermodynamics, radiation, cloud physics and dynamics. Three lectures per week. Prerequisites: Physics 43 or 51 and Chemistry 9 or 10A. (Cross-listed as Physics 179.)

**179L — Atmospheric Science Laboratory (1)**

Laboratory and field work to accompany Physics 179. Prerequisite: Concurrent registration in Marine Studies 179. (Cross-listed as Physics 179L.)

**180—Geological Oceanography (3)**

The origin and geological history of the ocean basins, with a detailed investigation of the theory of plate tectonics. A study of the igneous and sedimentary deposits and resources of the ocean bed. Three lectures per week. Prerequisite: Marine Studies 10 or Environmental Studies 1.

**180L—Geological Oceanography Laboratory (1)**

Laboratory and field work to accompany Marine Studies 180. Prerequisites: Completion of or concurrent registration in Marine Studies 180; Math 11.

**181—Biological Oceanography (3)**

An integrated study of marine organisms and their environments, present and past. Stressing ecological, behavioral, and physiological relationships. The course will utilize the expertise of guest lecturers and will cover organisms from nearshore to open-ocean environments. Prerequisite: Marine Studies (Biology) 11 or Biology 21. Cross-listed as Biology 181.

**181L—Biological Oceanography Laboratory (1)**

Laboratory and field work to accompany Marine Studies 181. Prerequisites: Completion of or concurrent registration in Marine Studies 181. Cross-listed as Biology 181L.

**182—Physical and Chemical Oceanography (3)**

An interdisciplinary, in-depth study of the physics and chemistry of ocean water, oceanic circulation, waves and tides. Three lectures per week. Prerequisites: Marine Studies 10 or Environmental Studies 1; Math. 14 or equivalent.

**182L—Physical and Chemical Oceanography Laboratory (1)**

Laboratory, field and problem work to accompany Marine Studies 182. Prerequisites: Math 51, Physics 42 or equivalent, Chem 11A or equivalent.

**183—Law of the Sea (3)**

A study of the regimes of the sea, including fisheries and law enforcement and coastal management zones. The politics of ocean regulation will be examined with special attention to law of the sea negotiations involving strategic and economic prospects for the oceans. (Cross-listed as Political Science 129.)

**190A-E—Special Topics (2-4)**

Topics of special interest and/or unique opportunity. Prerequisites: Consent of the instructor and Director of Marine Studies Program.

**195—Independent Study (1-4)**

Independent study designed for individual student needs. Prerequisite: Consent of the Director of the Marine Studies Program. (Every semester.)

**197—Senior Seminar (2)**

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest. Enrollment for credit is limited to and required of all senior students.

**198—Methods in Marine Studies (3)**

Training and practice in the gathering, analysis, interpretation and communication of marine data and studies, including shipboard experience and field and laboratory time. Designed to extend and integrate the sampling, analytical procedures and communication of marine studies. Instrumentation and techniques that are of importance to the technician, teacher, and researcher are stressed. Nine contact hours weekly, including some weekends.



**199—Research (1-3)**

Students develop and/or assist in research projects in various fields of marine studies. Prerequisite: Consent of instructor. (Every semester.)

**MATHEMATICS**

Stanley J. Gurak, Ph.D., Chair  
Department of Mathematics and Computer Science  
Dwight R. Bean, Ph.D.  
William E. deMalignon, M.A.  
E. Clare Friedman, Ph.D.  
Janice Koop, Ph.D.  
Stacy Langton, Ph.D.  
Luby Liao, Ph.D.  
Jack W. Pope, Ph.D.  
Lukasz Pruski, Ph.D.  
Lynne B. Small, Ph.D.  
Virginia Stover, Ph.D.  
Alphonse G. Zukowski, M.A.

The program in Mathematics has a threefold objective: to provide courses giving technical mathematical preparation to students in any field of academic endeavor; to provide liberal arts courses which will demonstrate our mathematical heritage from past ages and point out the impact of mathematical thought and philosophy on our culture in this technological civilization; to provide courses of advanced mathematical knowledge which will prepare students for graduate work or professional employment in mathematics or related areas.

**The Major:** In order to obtain a major in mathematics, the student must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

Mathematics 50, 51, 52 .....	12 units
Computer Science 50.....	4 units
Mathematics 114 .....	3 units
Mathematics 121A.....	3 units
Mathematics 121B or 140.....	3 units
Mathematics 124 or 156 .....	3 units
Upper division mathematics electives.....	12 units
Physics 50 and 51 .....	8 units

**The Minor:** Students may obtain a minor in Mathematics by completing 18 units of mathematics. These units must include at least six units upper division work as well as Math 50, Math 51, and Math 52.

**Recommended Program of Study**

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Math 51 (4)	Math 52 (4)	Math 114 (3)
Math 50 (4)	Physics 50 (4)	Physics 51 (4)	G.E. or
Comp Sci 50 (4)	G.E. or	G.E. or	Elective (12)
G.E. or	Elective (9)	Elective (9)	
Elective (6)			

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Math, u.d. (6)	Math u.d. (6)	Math u.d. (60)	Math u.d. (6)
G.E. Minor or Elective (9)	G.E. Minor or Elective (9)	G.E. Minor or Elective (9)	G.E. Minors or Elective (9)

### 5—Liberal Arts Mathematics (3)

A course in college mathematics, including logic, designed to give a cultural mathematical background to students of the humanities. Not open to students with college credit for calculus.

### 10—Basic Algebra (3)

A survey of basic algebraic skills for students with insufficient mathematics preparation. This course counts for "work-load credit" only. That is, its 3 units are counted as part of the student's load during the semester in which it is taken, and the grade earned in the course is included in the computation of the student's grade point average, but it does not satisfy any requirement for general education, or for the major or minor in mathematics, and it does not count toward the 124 units required for graduation. (Every semester.)

### 11—College Algebra (3)

Review of exponents, equations and inequalities; function notation; composition and inverses, linear, quadratic, polynomial, exponential, and logarithmic functions and their graphs. Prerequisite: Math 10 or pass Math Screening Test. (Every Semester.)

### 12—Essentials of Trigonometry (1)

Definitions, solutions of right triangles, graphs, identities and inverse trigonometric functions. (Every semester.)

### 14—Survey of Calculus (3)

A terminal mathematics course giving an introduction to the formulas and techniques of elementary differential and integral calculus. Note: This course is not equivalent to Math 50, and will not serve as a prerequisite to Math 51. Prerequisite: Math 11 or equivalent. (Every semester.)

### 15—Introduction to Probability and Statistics (3)

Probability as a mathematical system; random variables and their distributions; limit theorems; topics in statistical inference. Prerequisite: Math. 11 or equivalent.

### 40—Logic for Mathematics and Computer Science (3)

Propositional calculus. First-order predicate calculus. Mathematical proof. Mathematical induction. Fundamental set theory; relations and functions. Applications to problems in mathematics and computer science. Prerequisite: Math 11 or equivalent.



**50—Calculus I (4)**

Fundamental notions of analytic geometry, differential and integral calculus with elementary applications. Historical references. Prerequisite: Math. 11 and 12 or equivalent. (Every semester.)

**51—Calculus II (4)**

Transcendental functions, integration techniques, polar coordinates, infinite series, applications to geometry, mechanics, other sciences. Historical references. Prerequisite: Math. 50 or equivalent. (Every semester.)

**52—Calculus III (4)**

Calculus of several variables. Partial derivatives, multiple integration, elements of differential equations, applications. Historical references. Prerequisite: Math 51 or equivalent. (Every semester.)

**91—Mathematical Concepts for Elementary Teachers I (3)**

Problem solving, sets, numeration systems, a development of the whole number system, geometric figures, and computers. Prerequisite: Math 11 or equivalent. (Fall, every year.)

**101—Mathematical Concepts for Elementary Teachers II (3)**

Measurement concepts, development of the real number system, algebra, geometric mappings, probability and statistics. Prerequisite: Math 91 or equivalent. (Spring, every year.)

**110A-110B—Applied Mathematics for Science and Engineering (3-3)**

Matrix algebra. Ordinary and partial differential equations. Complex variable methods. Numerical methods. Prerequisites: Math 52 and Computer Science 50 or equivalent. A student may not take both Math 110A and Math 119 for credit.

**114—Linear Algebra (3)**

Systems of linear equations, matrix algebra and operations, vector spaces of 3 or more dimensions, linear independence, inner product spaces, linear transformations and their matrices, determinants, eigenvalues and eigenvectors. Brief introduction to canonical forms. Prerequisite: Math 51 or consent of instructor. (Spring, every year.)

**115—Theory of Numbers (3)**

Divisibility, Euclidean algorithm, fundamental theorem of arithmetic, congruences, Fermat's theorem, Euler's function, Chinese Remainder Theorem, Diophantine equations, quadratic residues, reciprocity law. Prerequisite: Math 52 or consent of instructor.

**119—Ordinary Differential Equations (3)**

Preliminary ideas, differential equations of the first and second order, linear equations with constant coefficients, operational techniques, simultaneous equations, series solutions, applications. Prerequisite: Math. 52.

**120—Partial Differential Equations (3)**

Preliminary notions, techniques for solving well-known partial differential equations of physics, orthogonal functions, applications. Prerequisite: Math. 119.

**121A-121B—Advanced Calculus (3-3)**

A study of the foundations of real analysis, including the calculus of functions of one and several variables, infinite processes, convergence theory, and selected topics of advanced undergraduate analysis. Prerequisite: Math. 52. (121A: Fall, odd years; 121B: Spring, even years.)

**124—Topology (3)**

Metric spaces, topologies, subspaces, continuity, separation axioms, compactness, connectedness. Prerequisite: Math 52 or consent of instructor. (Fall, odd years.)

**125—Complex Function Theory (3)**

Analytic function theory, power series, analytic continuation, conformal mapping, applications. Prerequisite: Math. 52.

**128—Geometry (3)**

An introduction to an area of modern geometry. The specific topic will be chosen from the following: non-Euclidean geometry, differential geometry, projective geometry, or metric geometry. Historical references. Prerequisite: Math. 52 or consent of instructor.

**131—Numerical Analysis (3)**

Approximate computations and round-off errors. Taylor expansions. Numerical solution of equations and systems of equations. Numerical integration. Numerical solution of differential equations. Interpolation. Problem solving on the computer. Prerequisites: Math. 51 and Computer Science 50. (Cross-listed as Computer Science 131).

**134—Combinatorics (3)**

Principles of enumeration. Finite difference calculus. Generating functions. Finite difference equations. Principle of Inclusion and Exclusion. Introduction to the theory of combinatorial graphs. Applications to computer science. Prerequisite: Math 51.

**140—Mathematical Statistics and Probability (3)**

Probability axioms, conditional probability, discrete and continuous sample spaces, random variables and common distributions, jointly distributed random variables, central limit theorem, statistical inference and tests of hypotheses. Prerequisite: Math. 52 or consent of instructor. (Spring, odd years.)

**156—Algebraic Systems (3)**

An introduction to groups, rings, integral domains, division rings, fields, vector spaces and algebras. Applications of these systems to other branches of mathematics. Prerequisite: Math 52 or consent of instructor. (Fall, even years.)



**181—Mathematical Logic (3)**

Abstract structure of logical arguments. Theory of the propositional and predicate calculus. Selected topics in modern logic. Prerequisite: Math 52 or consent of instructor.

**190—Special Topics (3)**

Topics of special interest chosen by the instructor. Prerequisite: Math 52 or consent of instructor. May be repeated for credit with the consent of the instructor.

**199—Individual Studies or Seminar (3)**

Student reading and research in selected special topics; student presentations. May be repeated once for credit with a different topic. Prerequisite: consent of instructor.

**MUSIC**

**Reverend Nicolas M. Reveles, D.M.A., Coordinator**  
**Marjorie L. Hart, M.A.**  
**Henry Kolar, D.M.A.**  
**Ilana Mysior, M.Mus.**

The music major is designed to give the student a general education in music theory, history and literature while at the same time offering an opportunity to put this knowledge into practice by participation in various performance activities. It is the philosophy of the music faculty that upon graduation, a music major should be competent not only in performance, but in the ability to: 1) communicate the basic concepts of the musical arts through writing and speaking; 2) demonstrate the relationship between theoretical and historical research and artful, musical performance; and 3) articulate major trends, genres and performance practices of the historical style-periods with regard to parallel developments within these periods in the evolution of musical style.

The Bachelor of Arts degree in music can prepare the student for graduate work in more specialized areas. For the non-major with a special interest in music, the minor is designed to give a basic foundation in order to facilitate further personal study. The special emphasis in liturgical music is a preparatory program for students interested in the pastoral music ministries. The single subject credential is available in music for students interested in teaching careers. For these and other related programs, counselling by the coordinator of the music area is essential.

**Preparation for Major: Music 2, 3, 4, 5.**

**The Major:** The twenty-four units of upper division work in the 40 required music units should include Music 105, 108, 120A-120B, 144 and two music literature courses. A 2.5 grade point average must be maintained in all three-unit music courses.

**Requirements for Music Majors**

1) ALL music majors will participate in one performing organization each semester. 2) All majors must pass a keyboard proficiency examination prior to graduation. 3) All majors are expected to attend performance seminars and are encouraged to perform at these seminars. 4) Students with an

instrumental emphasis must be enrolled for applied lessons in their instrument each semester. 5) A senior project is required of all majors. This involves the presentation of either a recital or a research project during the senior year.

**The Minor:** The requirements for a minor: Music 2, 3, 120A, 120B, one music literature course and an additional 3 units in music.

**The Liturgical Music Minor:** The requirements for a minor in liturgical music for non-music majors should include: Music 2, 3, 154, 157, two semesters of applied music study in organ, voice or guitar, and four semesters of either Music 62 (162) or 53 (153). In addition to this, six units of the nine-unit general education requirement in Religious Studies will be specified by the director of the liturgical music program in order to insure the student's grasp of the basic principles of liturgical and sacramental theology. Music majors may not minor in liturgical music (see music major with the special emphasis in liturgical music below).

**The Music Major with a Special Emphasis in Liturgical Music:** The requirements for a special emphasis in liturgical music studies for music majors should include: Music 2, 3, 4, 5 (preparation), 105, 108, 120A, 120B, 144, 154 and 157. The student must be enrolled in applied organ, voice or guitar each semester. The music major performance requirement must be fulfilled by enrollment in Music 62 (162) or 53 (153) each semester. Seniors in the liturgical music program will take Music 199 towards the presentation of a special project to be determined in consultation with the director of the program. This may involve an internship in a local parish music program. In addition to this, six units of the nine-unit general education requirement in Religious Studies will be specified by the director of the liturgical music program in order to insure the student's grasp of the basic principles of liturgical and sacramental theology.

**The Single Subject Teaching Credential Program in Music:** The credential developed in cooperation with the School of Education qualifies a student with a Bachelor of Arts Degree in Music to teach in the California public school system. In addition to insure the student the necessary courses leading to the credential.

### Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Music 2 (3)	Music 3 (3)	Music 4 (3)	Music 5 (3)
G.E. or	G.E. or	Music 120A (3)	Music 105 (3)
Elective (12-13)	Elective (12-13)	G.E. or	G.E. or
		Elective (9-10)	Elective (6)



Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Music 108 (3)	Music 144 (3)	Music, U.D. (6)	Music, U.D. (6)
Music, U.D. (3)	Music, U.D. (6)	G.E., Minor or	G.E., Minor or
G.E., Minor or	G.E., Minor or	Elective (9-10)	Elective (9)
Elective (6-7)	Elective (6-7)		

### 1—Fundamentals of Music (3)

Basic elements of notation, rhythm, major and minor scales, interval recognition and triad construction.

### 2—Harmony I (3)

Elementary harmony; chords and their inversions, modulations, transpositions and an introduction to harmonic analysis. Prerequisite: Music 1 — Fundamentals or its equivalent. A test is available to determine qualifications to enter class. (Fall, every year.)

### 3—Harmony II (3)

Continuation of Harmony I of advanced theory and harmony. Study of the Italian, German, French and Neapolitan 6th chords, introduction to twelve tone system. (Spring, every year.)

### 4—Counterpoint (3)

The study of melodic design and the art of combining melodies, based on the practices of eighteenth-century polyphony. Prerequisite: Harmony I-II. (Fall, every year.)

### 5—Twentieth Century Harmony (3)

Continued analysis with emphasis on twentieth century melodic and harmonic techniques and devices. Prerequisite: Music 4 or equivalent. (Spring, every year.)

### 20—Class Piano Instruction (1)

Fundamental keyboard experience through the study of notation, keys, scales, chords, simple song and piano literature. Meetings twice weekly. (Every semester.)

### 21—Intermediate Class Piano (1)

A continuation of piano playing basics begun in Music 20 — Class Piano Instruction. More advanced compositions and techniques of piano will be studied.

### 30—Music Appreciation (3)

A course for the non-major to familiarize the student with various forms and styles of musical composition through an intelligent listening to masterpieces from the literature of music. (Every semester.)

31-42 (131-142)—Applied Music (1-1): Applied Music courses incur an additional studio fee. See "Expenses."

31: Piano

32: Voice

- 33: Violin
- 34: Cello
- 35: Organ
- 36: String Bass
- 37: Woodwinds
- 38: Brass
- 39: Percussion
- 40: Guitar
- 41: Harpsichord
- 42: Harp

Each semester an audition of majors before music faculty will constitute partial final grade. Attendance at seminars and concerts also determines final grade.

#### **45—Basic Skills (3)**

Learning music notation, rhythm and chord structure through the recorder, piano and autoharp.

#### **53 (153)—Liturgical Music (1)**

This course is designed for students involved in choral singing and accompanying for the liturgical services on campus. Emphasis is placed on the improvement of performance skills and basic liturgical and musical principles. Prerequisite: Permission of instructor.

#### **62 (162)—University Choir (1-1)**

Choral music of different styles and periods, by audition only. (Every semester.)

#### **63 (163)—Ensemble (1-1)**

##### **(I) Instrumental ensemble:**

Open to instrumentalists, pianists and vocalists by consent of the instructor.

##### **(V) Vocal ensemble:**

Choral works studied and performed by small choral group, by audition only.

#### **64 (164)—Opera Workshop (1-1)**

Training in preparation of productions of operas and musicals; coaching, directing, staging, and lighting culminating in full performance. (Every semester.)

#### **65 (165)—University Orchestra (1-1)**

The study and performance of symphonic literature. (Every semester.)

#### **105—Form and Analysis (3)**

A study of the basic elements characterizing musical form; its structure, style, and development through the music periods. (Spring, every year.)



**107—Composition (3)**

Practical application of basic compositional skills through a study of contemporary techniques. Original work by the student in the small forms, both vocal and instrumental.

**108—Basic Orchestration (3)**

Exercises in analysis of orchestral scores, and practical orchestration. (Fall, every year.)

**120A—History of Music in Western Civilization (3)**

A comprehensive view of the development of musical styles from the Greek civilization through the Baroque period. (Every Fall.)

**120B—History of Music in Western Civilization (3)**

A comprehensive view of the development of musical styles from the Classic period to the Twentieth Century. (Every Spring.)

**125—Music of the Baroque and Classical Periods (3)**

A study of vocal and instrumental literature from Bach to Beethoven through lectures, readings, and recordings.

**126—Music of the Romantic Period (3)**

A study of vocal and instrumental literature from Beethoven to Debussy through lectures, readings, and recordings.

**127—History of Jazz (3)**

A music literature class tracing the origin and development of Jazz through lecture, reading, recording and live performances.

**128—Twentieth-Century Music (3)**

A literature course which surveys modern methods of composition showing a reasonable evolution of new scales, melodic lines, chordal combinations and new rhythmic freedom: Debussy to present day composers.

**143—Conducting (3)**

Practical experience in score reading and conducting utilizing instrumental as well as vocal techniques.

**144—Dictation and Ear Training (3)**

A practical application of fundamental skills which will emphasize the ability to correctly identify and notate intervals, chords, melodic lines and rhythmic patterns by ear. Sightsinging will be stressed.

**145—Music of Other Cultures (3)**

A survey of traditional and folk music of western and non-western cultures.

**154—History of Music in Western Liturgy (3)**

An exploration of the development of church music from its Jewish roots to contemporary developments in light of the Second Vatican Council. Special emphasis will be given to the choral literature of each important period.

**157—Music in Catholic Worship (3)**

This course is an intensive study of the important contemporary documents on liturgical music since the Second Vatican Council. Emphasis will be given to the practical application of liturgical-musical principles in the parish music program.

**167—String Literature (3)**

A study through records and live performances of the literature for violin, viola, cello, and string bass.

**168—Vocal Literature (3)**

A study through records and live performances of the literature for voice.

**169—Piano Literature (3)**

A study through records and live performances of the literature for piano.

**170—History of the Opera (3)**

The distinction in dramatic music between the baroque and the classical style; the opera reform; the rise of nationalism in operatic production of the 19th century; and contemporary opera.

**180—Guitar Master Class (Pepe and Celin Romero) (1)**

Techniques, interpretation and performance practices of classical guitar through public performance and evaluation. Open to guitar students at all levels of experience by audition.

**199—Independent Study (1-3)**

Individual work in theory, composition, musicology, or liturgical music with the approval of the music faculty. For music majors only.

**NATIVE AMERICAN STUDIES**

**Raymond S. Brandes, Ph.D.**  
**Coordinator**

**The Minor:** 18 upper division units chosen from the following courses, but no more than six units in any one discipline.

Anthropology 140 — Kinship and Social Organization (3)

Biology 144 — Field Botany (4)\*

French, German or Spanish 138 — Structural Linguistics (3)

History 180-181 — The American West I-II (3-3)

History 185 — Indians of the Californias (3)

Psychology 146 — Human Relations (3)

Religious Studies 120 — Native American Religious Traditions (3)

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\*Strongly recommended, especially for students interested in majors such as Anthropology or Art.



## **NON-WESTERN STUDIES**

**James O. Gump, Ph.D.**  
**Coordinator**

### **Preparation for the Major:**

History 15-16

### **The Minor:**

18 units in Non-Western Studies. These units must include History 15, 16, plus 12 upper division units.

### **Courses Available for the Major or Minor:**

#### **I. Social Sciences:**

Economics 123 — Economic Development and Growth (3)  
History 186 — The Pacific Ocean in History (3)  
History 190 — Traditional China (3)  
History 191 — China in Revolution (3)  
History 192 — Topics in Asian History (3)  
History 193 — History of Japan (3)  
History 195 — 19th and 20th Century Africa (3)  
History 196 — Problems in Independent Africa (3)  
Political Science 189 — Politics in Japan (3)  
Political Science 190 — Politics in China (3)  
Political Science 192 — Politics in the Middle East (3)  
Any new courses related to the Non-Western world.

#### **II. Humanities and Religious Studies:**

Art 135 — History of Oriental Art (3)  
English 180 — Oriental Literature (3)  
Philosophy 75 — Oriental Philosophy (3)  
Religion 110 — History of Religions (3)  
Religion 112 — Hindu Faith and Practice (3)  
Religion 113 — Jewish Faith and Practice (3)  
Religion 114 — Buddhist Faith and Practice (3)  
Religion 115 — Islamic Faith and Practice (3)  
Plus variously scheduled seminars during summer sessions.

#### **III. Behavioral Sciences:**

Anthropology 20 — Introduction to Cultural Anthropology (3)  
Anthropology 30 — Introduction to Archaeology (3)  
Anthropology 120 — Ancient Mesoamerica (3)  
Anthropology 121 — Ancient America (3)  
Anthropology 122 — Peoples of South America (3)  
Anthropology 124 — Ancient Peoples of the Andes (3)  
Anthropology 128 — Pacific Peoples: Australia, Melanesia (3)  
Anthropology 130 — Pacific Peoples: Micronesia, Polynesia (3)  
Anthropology 140 — Kinship and Social Organization (3)  
Anthropology 145 — Exotic Art and Creativity (3)  
Anthropology 150 — Man and Language (3)  
Anthropology 160 — Primitive Religions (3)  
Anthropology 196 — Problems in Anthropology (3)  
Sociology 162 — Sociology of Developing Nations (3)  
Any new courses related to the Non-Western world.

As new courses are added to the curriculum they may be taken as options to those currently listed under Non-Western Studies provided that they conform to the area distribution as outlined for the Major.

**Note:** Students wishing to earn a Social Science teaching credential may do so while completing a major in Non-Western Studies. The specific requirements for the teaching credential differ from general requirements for the Non-Western Studies major. Students interested in pursuing a Social Science teaching credential should consult the Coordinator.

## **ORGANIZATIONAL SKILLS CERTIFICATION PROGRAM**

**Betsy F. Winters, M.Ed.**  
Coordinator

One of the principle roles of a university is to produce leaders with vision for the future and the ability to bring that vision to fruition. True leadership requires not only knowledge and imagination, but the ability to inspire and motivate others to get the job done. American business is showing an increasing awareness of this need and recognizing again the value of a liberal arts education as preparation in this diverse world.

The University of San Diego is convinced that a liberal education remains the broadest, the most flexible, and the most humanizing education available, and that the liberal arts are vital for enlarging career opportunities. These opportunities can be enhanced by the student's acquiring certain professional skills in addition to a broader educational background. To this end, the College of Arts and Sciences has developed the Organizational Skills Certification Program — to be completed in tandem with a major in the liberal arts.

**The Program:** Upon completion of the required 26 units, the University will certify that the student is competent in the skill areas emphasized by the program.

**A. Business Component — 6 units**

Accounting 1 (3)

Economics 2 (3)

**B. Communications Component — 6 units**

English 174 (3)

Communication Studies 1, 3, or 120B

**C. Computer Science Component — 3 units**

Computer Science 6 or 50

**D. Quantitative Skills Component — 6 units**

Mathematics 11 (3)

Mathematics 15, Political Science 95, Sociology 60 or Psychology 60 (3)

**E. Social Science Component — 6 units**

Psychology 175 (3)

History 179, Political Science 101, Psychology 163 or

Sociology 145 (3)

**F. In addition to the above requirements, students may complete an internship (up to 3 units) — Organizational Skills 198**



## PARALEGAL STUDIES

Susan M. Sullivan, M.A.  
Director

The Paralegal Studies Program is offered for students who are interested in law related careers. The program can provide useful insights for students interested in law school, as well as give a basis for future decisions about their legal career.

Lawyers' assistants are trained members of a legal team who work under the supervision of attorneys. They are involved in most phases of legal service, including interviewing of clients, legal research, accountings and the drafting of documents. Graduates of the program are employed by law firms, banks, corporations and government agencies.

Students who successfully complete the program receive a certificate upon their graduation from the University. Employment assistance is also available to graduates. Pre-employment workshops aid the student in preparing for the job search.

The program has been approved by the American Bar Association, and is offered in cooperation with the National Center for Paralegal Training.

Students must formally apply for admission to the program and be accepted into it before they may register for any Paralegal Studies courses. To be considered for the program, students must have achieved second semester junior standing at USD and a grade point average of at least 3.0.

The undergraduate certificate program in Paralegal Studies includes eighteen units of course work. All students in the program must complete Paralegal Studies 100, 105, and 190. English 174 is a prerequisite for the courses. In addition, each student selects one specialty course from Paralegal Studies 120, 130, or 150.

### Recommended Program of Study

Semester I	Junior Year		Senior Year	
	Semester II	Semester I	Semester II	
English 174 (may be taken earlier)	Paralegal Studies 100 Paralegal Studies 105	Paralegal Studies 120, 130 or 150	Paralegal Studies 190	

English 174 — Workshop in Contemporary Writing (3)  
See course description under English Department.

#### 100—Overview of the Legal System (2)

This course will familiarize students with the nature, meaning and source of law; the organization of the legal system and the legal profession; law office procedure; professional ethics; and areas not covered in the specialty.

**105—Legal Research (2)**

Students will develop the skills necessary to do legal research by studying the structure of state and federal courts, as well as learning how to use primary and secondary sources of law; judicial reports; case findings; annotated law reports.

**120—Corporations and Real Estate (9)**

Course will cover information on how to prepare initial and amended articles of incorporation, satisfy filing requirements, prepare draft of stock certificates, maintain stock ledgers and books, draft resolutions authorizing cash and stock dividends; obtain and record basic information from the client on the real estate transaction, conduct a title search in the records office, prepare preliminary abstract of title, arrange for the purchase of title insurance and assist in obtaining mortgage financing.

**130—Civil Litigation (9)**

Students will learn how to prepare case profiles based on information in files, read attorney briefs, check accuracy of the information in the litigation file, organize and index documents obtained through discovery, interview witnesses, trace physical evidence, examine public records, and make preliminary drafts of interrogatories and depositions.

**150—General Litigation (9)**

This specialty will include theory and practical skills in the areas of civil and criminal litigation, family law, and probate. Civil and criminal litigation will include both federal and state court rules, and will emphasize procedures for processing cases through the court system. State court practice will be based on California law, but with sufficient understanding to be adapted to other states. Family law and probate will be based on California law.

**190—Internship (2)**

Students are placed in law offices, legal clinics, government agencies and financial institutions to gain direct experience in working in legal situations.

All courses are taught by practicing attorneys, each of whom has experience in his/her respective field.



## PHILOSOPHY

Lawrence M. Hinman, Ph.D.,  
Chair

Harriet E. Baber, Ph.D.

John Donnelly, Ph.D.

Patrick J. Hurley, Ph.D., J.D.

Linda P. Jenks, Ph.D.

Gary E. Jones, Ph.D., J.D.

Reverend James W. McGray, Ph.D.

Rodney G. Pepper, Ph.D.

Dennis A. Rohatyn, Ph.D.

Reverend William L. Shipley, Ph.D.

John W. Swanke, Ph.D.

Michael F. Wagner, Ph.D.

The question "What is Philosophy?" is itself a central inquiry in the study of philosophy. Some view philosophy as an analytical study of concepts; others view it more etymologically as a search for wisdom; and others view it as speculation upon the ultimate principles governing man's nature and destiny.

These rough outlines of the ends of philosophy need not be antithetical to one another, although they often seem so in practice. Philosophy might be viewed as including the study of logical thinking, the utilization of holistic imagination, and the application of practical wisdom. In short, philosophy is essentially a rational, synoptic, and practical discipline.

The Philosophy Department at USD is *pluralistic*, that is, all significant historical periods are covered and all major philosophical methods are represented on the faculty. At USD students can expect to be exposed to basic, perennial epistemological, metaphysical, and moral issues in philosophy — not only as these issues are discussed in the classical texts of great philosophers but also in their contemporary treatment.

A student may utilize his or her major in Philosophy in numerous ways. It is misleading to believe that all Philosophy majors must become candidates for graduate degrees (M.A. or Ph.D.) in Philosophy and consequently prepare themselves for careers in college teaching. Philosophy offers an excellent preparation for Law School, public administration, and foreign affairs by exposing the student to those necessary analytical skills and moral concepts pertinent to matters affecting public policy decision-making.

Philosophy by its very insistence on the importance of language and logic, and its study of value issues, also offers an excellent background for M.B.A. programs. Of course, Philosophy is an indispensable area of study for students intending to enter Divinity School. Many states have recently adopted pilot programs in Philosophy for students on the elementary and secondary level, and it is expected that further teaching vacancies in Philosophy will surface on these levels.

Apart from the above-listed, more vocationally directed applications of Philosophy, it is well to recall the Socratic adage that the unexamined life is not worth living. And central to any examined form of human living is Philosophy.

**Career Opportunities and Advising**

A degree in Philosophy is not just for students considering graduate school and teaching in Philosophy. Philosophy majors consistently perform impressively on all of the major professional and graduate school examinations. On the Graduate Management Test, for example, they continually outperform all Majors in Business. Philosophers presently hold positions, including top-level ones, in business, computers, government, publishing, and many other career areas. The specialized knowledge required in many of these careers can be acquired from a few elective courses and sometimes just on the job. Increasingly, employers are more interested in applicants' basic skills, for example, in writing, communications, logical organization, generating ideas, formulating and solving problems, and adaptability to changing circumstances and knowledge; and an education in Philosophy can help students develop these sorts of skills to a high degree.

A degree in philosophy is an excellent preparation for law school. On the LSAT, for example, philosophy majors typically receive higher scores than students in most other majors. While any member of the Philosophy Department will be pleased to discuss the Philosophy Major with you further, Dr. Gary Jones and Dr. Patrick Hurley are especially qualified to assist pre-law students. The Philosophy Department office is located in Serra Hall 216.

**The Major:** The students must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

- A Logic course (Phil. 1, 2 or 100) and three out of the following five courses: 70, 71, 72, 73, or 74 ..... 12 units
- Philosophy 120; either 121 or 162; three of the following four courses: 110, 111, 112, 113; and nine units of upper division philosophy electives, at least six of which are not to be taken from the 130-148 sequence ..... 24 units.

**The Minor:** Of the 18 units required, 9 are to be upper division. Since most students take 9 units of Philosophy to satisfy the GE requirement, an increasing number of students are finding a minor in Philosophy very appealing. Individual programs to satisfy the minor can be arranged, tailored to meet each student's needs and interest. Students thinking of minoring in Philosophy are asked to consult with the Chair of the Department.



## Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Phil. 70, 71, 72, 73, or 74 (3)	Phil. 70, 71, 72, 73, or 74 (3)	Phil. 70, 71, 72, 73, or 74 (3)
Phil. I (3)	G.E. or	G.E. or	G.E. or
G.E. or	Elective (12)	Elective (12)	Elective (12)
Elective (9)			
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Phil. 110, 111, 112, or 113 (6)	Phil. 110, 111, 112, or 113 (6)	Phil. 120 (3)	Phil. 121 or 162 (3)
Phil. u.d. (3)	G.E. or	Phil. u.d. (3)	Phil u.d. (3)
G.E. or	Elective (9-11)	G.E. or	G.E. or
Elective (9-10)		Elective (10)	Elective (9-11)

### 1—Introduction to Logic (3)

The study of arguments, including basic principles of traditional logic together with an introduction to modern sentential logic. Topics include recognizing arguments, premises, conclusions, induction and deduction, fallacies, categorical syllogisms, sentential inference forms. (Every semester.)

### 2—Basic Symbolic Logic (3)

Sentential and Predicate Logic. Topics include symbolization, truth tables, truth trees, and derivations (natural deduction). Emphasis will be placed upon applications of this formal system to statements and arguments in ordinary language.

### 10—Introduction to Philosophy (3)

A basic orientation course treating the principal problems of philosophy, such as knowledge, man, values, nature, God, etc. A historical approach may also be used as a means of further clarification of the topics being discussed. (Every semester.)

### 11—Philosophy of Human Nature (3)

A study of the basic activities, powers, and nature of man. Topics may include consciousness, freedom, habits, body, and emotions. (Every semester.)

### 12—Philosophy and Literature (3)

An examination of the philosophical implications and themes contained in various works and genres of fiction. Questions such as free-will/determinism, love, justice, death, and the meaning of life, the best (or worst) of all possible worlds, the religious dimension of life, and the role of the writer or intellectual in society will be discussed. No prerequisites.

**14—Philosophy and Technology (3)**

Technology is the art of rational problem-solving. Philosophy is the art of asking questions. The questions we shall raise include: what is science? (when) are scientific claims true? is science relevant to art, religion, or everyday experience? can we trust applied science (technology) to make life easier or less dangerous? in a nuclear era, is technology itself the problem? is "alternative technology" an alternative? does our survival depend on technology or its absence? Readings from classical and contemporary sources.

**70—History of Ancient Philosophy (3)**

Greek philosophy from the pre-Socratics through Plato, Aristotle, and later Hellenistic thought culminating in Plotinus.

**71—History of Medieval Philosophy (3)**

Origins of the medieval period; St. Augustine, St. Anslem, Abelard, scholasticism in the 13th century, St. Thomas Aquinas, Duns Scotus, and the end of the medieval era as represented by Occam and the growth of nominalism.

**72—History of Classical Modern Philosophy (3)**

An introduction to the development of European philosophy from the sixteenth to the nineteenth century, with an emphasis on Continental Rationalism, British Empiricism, and German Idealism.

**73—Twentieth Century Analytical Philosophy (3)**

An introduction to the main currents of late nineteenth and twentieth century Anglo-American philosophy, including such movements as logical positivism and linguistic analysis and recent issues such as the analytic-synthetic distinction, ontological relativity, and theories of meaning.

**74—Twentieth Century Continental Philosophy (3)**

An introduction to the main currents of late nineteenth and twentieth century continental thought, including Marxism, phenomenology, existentialism, critical theory, structuralism, and recent developments such as post-structuralism, semiotics and deconstructionism.

**75—Oriental Philosophy (3)**

An examination of the major traditions, systems and schools in India, China, and Japan. Readings from classical and modern texts. Cultural sources of philosophic beliefs. Comparisons between Eastern and Western thought.

**76—American Philosophy (3)**

A survey extending from the Colonial Period through the end of World War II. Emphasis on such topics as the Puritan controversy over predestination, the impact of Darwin, the advent of pragmatism, the ending of the "Golden Age." Authors to be studied include Edwards, Emerson, Wright, Peirce, James, Royce, Dewey, and Santayana.



**100—Intermediate Symbolic Logic (3)**

Symbolization, derivations (natural deduction), and completeness proofs for sentential and predicate logic along with additional metatheoretical issues such as mathematical induction, set theory, axiomatic systems, formalism, intuitionism, and logicism.

**110—Metaphysics (3)**

An investigation of the ultimate philosophical commitments about reality. Representative figures in the history of philosophy may be considered and analyzed. Topics selected may include the basic components of reality, their relation to space, time, matter, causality, freedom, determinism, the self, and God.

**111—Philosophy of Knowledge (3)**

An examination of the nature and scope of human knowledge, including a consideration of such topics as scepticism, theories of meaning, analyticity, belief, evidence, certainty, truth, perception, memory, and the problem of other minds.

**112—Philosophy of God (3)**

A study of the existence and nature of God. Discussion of the ontological, cosmological, and teleological arguments; topics may include atheistic challenges concerning divine benevolence, omnipotence, omniscience and creation *ex nihilo*; logical positivism and religious meaning; miracles; the person and immortality; religion and morality.

**113—Philosophy of Mind (3)**

The mind-body problem, the analysis of mental state concepts and the problem of personal identity. Topics which may be discussed include the nature of mind, survival and disembodied existence, theory of action, free will and determinism, psychological explanation and artificial intelligence.

**120—Ethical Theory (3)\***

A study of the general principles of ethical conduct. Topics to be examined will include the nature and grounds of morality, ethical relativism, egoism and altruism, utilitarianism. Kant's deontological ethics, ethical values and facts, free will and moral responsibility.  
(Fall, every year.)

**121—Applied Ethics (3)**

A study of the applications of ethical principles to different types of human conduct. Contemporary ethical issues are considered in such areas as biomedical ethics, sexual behavior, human rights, business ethics, ecology. (Prerequisites: Phil. 120 or consent of instructor.)

\*Fulfills general education Ethics requirement

### 130—Ethics (3)\*

A study of principles used to establish standards for judging the rightness or wrongness of individual, domestic, or social conduct with application to certain problems areas, e.g., abortion, euthanasia, capital punishment, warfare, animal rights, world hunger, social justice, and preferential hiring.

### 131—Biomedical Ethics (3)\*

A systematic examination of ethical principles as they apply to issues in medicine and scientific research, e.g., mercy killing, abortion, experimentation on human subjects, allocation of scarce medical resources, organ transplants, and behavior modification. Moral obligations connected with the roles of nurse, doctor, etc., will receive special attention. (Every semester.)

### 132—Business Ethics (3)\*

A systematic application of various ethical theories to issues arising from the practice of modern business. Topics may include theories of economic justice, corporate social responsibility, employee rights, advertising and information disclosure, environmental responsibility, preferential hiring and reverse discrimination, self-regulation and government regulation.

### 133—Legal Ethics (3)\*

An examination in the light of traditional and recent moral theory of the ethical issues faced by the practicing lawyer: the values presupposed by the adversarial system, the moral responsibilities of lawyers within corporations and government, the conflict between personal ethics and obligations to clientele, and whether legal education involves a social conditioning process with its own implicit value system.

### 134—Studies in Ethics (3)\*

Exploration of selected issues in moral philosophy, often of an interdisciplinary nature, on such themes as death and dying, environmental ethics, business ethics, morality and science fiction, morality and teaching, etc. Depending on the suffix, the course may be repeated for credit.

### 135—Death and Dying (3)\*

The analysis of various ethical, epistemological, and metaphysical problems relating to death and dying. Topics may include: near-death experiences, immortality and resurrection models of eschatology, the evil of death, value issues raised by the definitions of death, suicide, euthanasia, infanticide, and the killing of non-human animals.

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\*Fulfills general education Ethics requirement



**136—Virtues and Vices (3)\***

An investigation of the morality of character that considers the question, "What kind of person ought I to be?" This approach to morality is contrasted with standard Kantian and utilitarian positions. Specific virtues and vices typically considered include love, friendship, hate, jealousy, compassion, deceit, self-deception, anger resentment, and forgiveness.

**137—Mass Media Ethics (3)\***

What is the responsibility of citizens, consumers, corporations, advertisers, artists and performers, and federal or local government toward mass media? Do mass media influence human contact for better or worse? Does regulation of, for example, pornography or propaganda conflict with First Amendment rights? Are news and commercial media politically biased? Do educational media enhance or undermine traditional teaching methods? Lecture, discussion, group activities, analysis of media presentations.

**138—Environmental Ethics (3)\***

An exploration of ethical issues pertinent to the environment, for example, obligations to future generations, the question of animal rights, endangered species, pesticides and pollution, energy technologies, depletion of resources, global justice and ocean resources. Consideration of the pertinent obligations of individuals, businesses, and government.

**139—Political Ethics (3)\***

An exploration of selected ethical issues in the field of governmental service, such as campaign promises, welfare programs, taxation, overstepping the limits of the office, lying, whistle-blowing; also, an examination of ethical issues in international politics, especially the morality of war, the promotion of human rights, and problems of international distributive justice.

**140—Morality and War (3)\***

Normative ethical theories applied to moral questions associated with war, such as: Can war ever be justified? If so, what are the moral constraints upon the conduct of war? Is it possible to justify the use of nuclear weapons? Is the threat to use nuclear weapons justifiable as a deterrent?

**141—Ethics and Education (3)\***

This course provides an introduction to such topics in moral theory as ethical relativism, deontological and consequentialist approaches to morality, and ethical egoism. Among the specific moral issues in education usually considered are preferential admissions policies, student-teacher confidentiality, the morality of grading, honesty and deception in educational contexts, and the allocation of scarce educational resources.

\*Fulfills general education Ethics requirement

**142—Engineering Ethics (3)\***

Examines the rights, responsibilities and social role of the professional engineer. Topics may include conflicts of interest, the moral status of organizational loyalty, public safety and risk assessment, reproductive engineering and human dignity, preventing environmental destruction, 'whistle-blowing,' defective product liability, engineers and corporate power, engineers and government, codes of conduct and standards of professional competence. Case studies may include military and commercial airplanes, automobiles, public buildings, nuclear plants, weapons research, computers and confidentiality, the use and abuse of new technologies.

**149—Value Theory (3)**

What is value? Is there a gap between values and facts? Can we ever rationally defend (or reject) value-claims in ethics, art, politics, religion? What is the relation between economics and value? How does history influence (a) value (b) the study of value? Readings include G.E. Moore, John Dewey, Ralph Barton Perry, Max Scheler, Robert S. Hartman.

**160—Legal Reasoning (3)**

This course introduces students to concepts and forms of argument they will encounter in the first year of law school. It will examine the reasoning involved in the concepts of legal precedent, proximate cause, and burden of proof, and it will also investigate the legal reasoning in certain landmark cases from torts, contracts, property, constitutional law, and criminal law. (Prerequisite: Phil. 1 or consent of instructor.)

**161—Philosophy of Law (3)**

A philosophical examination of the nature, divisions, and functions of law and legal reasoning. Important theories in the history of legal philosophy will be considered, including the views of Plato, Aristotle, Aquinas, Bodin, Grotius, Bacon, Hobbes, Kant and Marx. Analysis of the basic concepts of legal philosophy — rights, responsibility, justice, property, punishment, law and morality. Study of selected contemporary issues in legal philosophy with case materials.

**162—Political Philosophy (3)**

The nature and end of the state; relation of the individual's rights and duties to those of the state and vice versa, and the relation between states; the kinds of states; their institution, preservation, and destruction.

**170—Studies in Ancient Philosophy (3)**

An in-depth study of selected ancient philosophers, e.g., Plato, Aristotle, the Stoics, or topics such as the nature of good, knowledge and skepticism, the problem of Being and change.

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\*Fulfills general education Ethics requirement



**171—Studies in Medieval Philosophy (3)**

An in-depth study of selected medieval philosophers, e.g., St. Augustine, St. Anselm, Abelard, St. Thomas, Duns Scotus, William of Occam, or topics such as the problem of universals, the existence of God, the soul and immortality, and the problem of evil.

**172—Studies in Classical Modern Philosophy (3)**

An intensive reading of one or more classics in 17th-18th century European thought, by such authors as Descartes, Leibniz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, and Rousseau; or alternately, a discussion of one or more central problems in this era, such as the relation between science and religion, the justification of causal inference, the respective roles of reason and experience in obtaining reliable knowledge of the world, the concept of selfhood, etc.

**173—Studies in Contemporary Analytic Philosophy (3)**

An intensive examination of either major figures (such as Chisholm, Kripke, Quine), movements (logical positivism, ordinary language analysis, logical analysis) or selected problems (epistemic foundationalism, modality and essentialism, identity and individuation) in contemporary analytic philosophy.

**174—Studies in Contemporary Continental Philosophy (3)**

An intensive examination of major figures (such as Husserl, Merleau-Ponty, Habermas, Foucault, Derrida), movements (phenomenology, existentialism, critical theory, deconstructionism) or problems (the nature of representation, the relation of emotion and thought, the problem of technology) in contemporary continental philosophy.

**175—Studies in Process Philosophy (3)**

Process Philosophy is a generic term designating the group of philosophers who view reality as a changing and developing process. Included in this group are Herbert Spencer, Karl Marx, Henri Bergson, and Alfred North Whitehead. The course will focus, in successive years, on one of these thinkers.

**176—Studies in Oriental Philosophy (3)**

A detailed examination of one or more classic works from the Hindu, Buddhist, Confucian and Taoist traditions, such as the *Bhagavad-Gita* or the *Analects*. Pitfalls of interpretation. Relations between text and culture. Parallels and contrasts with Western thought and institutions. May be repeated for credit with different course content.

**180—Philosophy of Art (3)**

An examination of some major theories of art and beauty, with special attention to such issues as the definition of beauty, the criteria for excellence in artistic productions, the differences between art and science, and the relation between art and culture. Readings may include Aristototele's *Poetics*, Kant's *Critique of Judgement*, Dewey's *Art as Experience*, or more recent philosophers, e.g., Beardsley, Dickie, Goodman, Weitz, etc.

**181—Philosophy of Education (3)**

An examination of some major theories of the meaning and function of education and of its role in reshaping society. Readings may include Plato's *Meno and Republic*, Aristotle's *Politics*, Rousseau's *Emile*, Dewey's *The School and Society* and *The Child and the Curriculum*, and various works by Piaget.

**182—Philosophy of Natural Science (3)**

The study of the language and activity of the scientific community. Topics include scientific explanation, prediction, laws, theories, models, paradigms, observations, experiment, scientific method, and the question of reductionism in science.

**183—Philosophy of Social Sciences (3)**

An introduction to the fundamental concepts, methods and goals of the social sciences, including a consideration of such topics as the nature of the human action, the possibility of a science of man, the relationship between the natural and social sciences, explanation and understanding, laws and theories, objectivity and value judgments, and freedom and determinism.

**185—Philosophy of History (3)**

What is history? Why do human beings record their history? Is history moving toward a goal? Is history a science or an art? Are historical events objective occurrences? Can we verify causal claims about unrepeatable episodes? Is the historian entitled (or obliged) to make value-judgments? How should we rank the contributions of individual historians? Readings include philosophers and historians, classical and contemporary sources.

**190—Philosophy of Love (3)**

A course aimed at tracing the definition and understanding of love through the history of thought in order to obtain an understanding of this reality which claims such an important role in today's living. Classical and contemporary thinkers, including Plato, Aristotle, Kierkegaard, Freud, and Fromm are studied from many disciplines for a more comprehensive view of the topic.

**197—Contemporary Philosophical Problems (3)**

An intensive examination of one or more contemporary philosophical problems such as the is-ought debate, the mind-body problems, relativism and the possibility of objective knowledge, etc. Topic may vary. The course may be repeated for credit, provided the content of the course has changed.

**PHYSICS**

Ray H. White, Ph.D.

Coordinator

Gerald N. Estberg, Ph.D.

Gregory D. Severn, Ph.D.

The University of San Diego offers a program leading to a bachelor's degree with a major in physics, providing a sound undergraduate program in



physics within the framework of a liberal education provided by the College of Arts and Sciences. This major provides a suitable preparation for graduate study or for immediate employment in physics and in related fields.

### The Major:

The student must satisfy all general education requirements as set forth in this bulletin and complete the following courses:

**Preparation for the Major:** Physics 22, 50, 51, 52; Mathematics 50, 51, 52; Chemistry 10A-10B, 11A-11B.

**The Major:** The twenty-four units of upper division work must include Physics 120, 121, 124, 125, 127, 130, 131.

A Minor in Mathematics is required for the Physics Major.

Students expecting to attend graduate school are advised to take additional course work in mathematics and as many as possible of the following elective courses in physics: 190, 191, 197, 199.

Students should fulfill as many of the non-science general education requirements as possible during the freshman and sophomore years.

The following program of study fulfills the minimum requirement for a Bachelor's degree in physics. If the student is not prepared to take Mathematics 50 in the Fall of the freshman year, it would be preferable to take Mathematics 11 and 12 the summer preceding the freshman year. It would be possible, but difficult, to take Mathematics 11 and 12 in the fall of the freshman year and still begin Physics 50 in the Spring of the freshman year.

### Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Physics 50 (4)	Physics 51 (4)	Physics 52 (3)
Physics 22 (1)	Math 51 (4)	Math 52 (4)	
Chem 10B (3)			
or Physics 7 (2)	G.E. or	Chem 10A (3)	Chem 11B (1)
Math 50 (4)	Elective (9)	Chem 11A (1)	G.E. or
G.E. or		G.E. or	Elective (9)
Elective (6)			
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Physics 124	Physics 125	Physics 124	Physics 125
or 130 (3)	or 131 (3)	or 130 (3)	or 131 (3)
Math U.D. (3)	Math U.D. (3)	Physics 127 (4)	G.E. or
Physics 120 (4)	Physics 121 (4)	G.E. or	Elective (12)
G.E. or	G.E. or	Elective (8)	
Elective (6)	Elective (6)		

**The Minor:**

The 18 units required for a minor in Physics must include at least 6 upper division units, and should normally include Physics 50 and 51.

**1—Physics and Society (3)**

A discussion of the concepts which unify our experience with the physical world. Topics are presented at an introductory level for the student with little or no background in physical science. Science related topics of special interest are discussed. Examples include alternatives for energy production and conservation; radiation, its effect and applications; ethical decisions in the application of new scientific discoveries. Three lectures weekly with demonstrations and discussions. (Every semester.)

**5—Introduction to Meteorology (3)**

An introduction to atmospheric science. Various atmospheric phenomena will be discussed with an emphasis on their underlying causes. Topics include composition and thermal structure of the atmosphere, circulation, weather, and human influences. There are no science prerequisites. Two lectures and one three-hour laboratory per week. This course satisfies the Physical Science requirement, with laboratory. Cross-listed as Environmental Studies 5.

**7—Introduction to Physics (2)**

A survey of basic mathematical and physics skills. Intended primarily to prepare students with deficient high school backgrounds for Physics 42 or Physics 50. This course does not satisfy any general education requirement or requirements for a major or minor in Physics.

**22—Introduction to Physics Laboratory (1)**

A laboratory course emphasizing the physics of waves and optics. This course is intended as an introduction to physics for prospective physics majors, as well as other students with an interest in physical science. One laboratory weekly. (Every Fall.)

**42—General Physics I (4)**

A study of the fundamental principles of mechanics and wave motion, sound, and heat. Three lectures and one laboratory weekly. Prerequisite: concurrent registration in Mathematics 14 or 50. High school physics or Physics 7 recommended (Fall, every year.)

**43—General Physics II (4)**

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Three lectures and one laboratory weekly. Prerequisite: Physics 42. (Spring, every year.)

**50—Introduction to Mechanics and Wave Motion (4)**

A study of the fundamental principles of mechanics and wave motion. Three lectures weekly; one three-hour laboratory every two weeks and a recitation period alternate weeks. Prerequisite: concurrent registration in Mathematics 50; High School physics or Physics 7 recommended. (Spring, every year.)



**51—Introduction to Electricity and Magnetism (4)**

A study of the fundamental principles of classical electricity and magnetism. Three lectures weekly; one three-hour laboratory every two weeks and a recitation section alternate weeks. Prerequisites: Physics 50, concurrent registration in Mathematics 51. (Fall, every year.)

**52—Introduction to Thermodynamics, Optics, and Modern Physics (3)**

A study of thermodynamics, geometrical and physical optics, and an introduction to modern physics. Three lectures per week. Prerequisites: Physics 51 and Mathematics 51. (Spring, every year.)

**120—Electronics I (4)**

Development of the principles of direct current and alternating current circuits. Electrical measurement techniques. Electronics with discrete components-active and passive. Power supplies and the principles of amplifiers. Three lectures and one laboratory per week. Prerequisites: Physics 51, Mathematics 14 or 50.

**121—Electronics II (4)**

Transducers. Designing electronic systems with integrated circuit packages. Digital electronics and large scale integrated circuits. Electronic systems-calibration and utilization. Three lectures and one laboratory per week. Prerequisite: Physics 120.

**124—Electromagnetic Theory I (3)**

A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter and the solution of boundary value problems are also developed. Three lectures per week. Prerequisites: Physics 51, Mathematics 52. (Alternate years.)

**125—Electromagnetic Theory II (3)**

Applications of Maxwell's equations in areas such as optics, plasma physics, superconductivity, electrodynamics. Three lectures per week. Prerequisite: Physics 124. (Alternate years.)

**127—Analytical Mechanics (4)**

Statics and dynamics are developed using vector analysis; the Hamiltonian and Lagrangian formulations, and normal coordinates. Four lectures per week. Prerequisites: Physics 51, Mathematics 52. (Alternate years.)

**130,131—Modern, Quantum, and Statistical Physics I, II (3,3)**

Modern physical theories are studied including quantum and statistical mechanics. Applications are considered in areas such as atomic, nuclear, solid state, and elementary particle physics. Three lectures per week. Prerequisites: Physics 52 and Mathematics 52. (Alternate years.)

**179—Atmospheric Science (3)**

A development of atmospheric science based upon the fundamental principles of the physical sciences. Topics include atmospheric composition, thermodynamics, radiation, cloud physics and dynamics. Three lectures per week. Prerequisites: Physics 43 or 51 and Chemistry 9 or 10A. (Cross-listed as Marine Studies 179.)

**179L—Atmospheric Science Laboratory (1)**

Laboratory and field work to accompany Physics 179. Prerequisite: Concurrent registration in Physics 179. (Cross-listed as Marine Studies 179L.)

**190—Special Topics I (3)**

Topics chosen by the instructor in areas such as thermodynamics, statistical mechanics, solid state, hydrodynamics, quantum mechanics, nuclear and elementary particle physics. Three lectures per week. Prerequisites: Physics 51 and consent of the instructor.

**191—Special Topics II (3)**

(Same description as Special Topics I) Prerequisites: Physics 51 and consent of the instructor.

**197—Seminar (1)**

A weekly seminar on a current topic in Physics. Generally, the students and staff will attend a Physics seminar or colloquium in the San Diego area. Each student will also be required to prepare a presentation either on his/her own research work or on a review of a current area. One hour per week.

**198—Techniques in Physics (1-3)**

Training and practice in those areas of Physics of practical importance to the technician, teacher, and researcher. To include but not limited to technical methodology, preparation and technique in the teaching laboratory, and routines supportive of research. May be repeated up to a maximum of four units of credit. Prerequisite: Consent of instructor. (Every semester.)

**199—Research (1-4)**

An undergraduate research problem in experimental or theoretical physics or research participation in environmental studies program. A written report is required. Problem to be selected after consultation with department faculty. Prerequisite: consent of the instructor.

**POLITICAL SCIENCE**

Patrick F. Drinan, Ph.D.,  
Chair  
Delavan Dickson, Ph.D.  
Marlyn Madison, Ph.D.  
Virginia Muller, Ph.D.  
Gilbert L. Oddo, Ph.D.  
Lee Ann Otto, Ph.D.

The Political Science major prepares the student for graduate study in the field as well as for entering such career fields as government (the largest employer in the United States), teaching, journalism, law, and foreign service (with industry as well as government).

**Preparation for the Major:** Political Science 1, 15, 20, 95.

**The Major:** Twenty-four units of upper division work to include Political Science 108 and 109.



**The Minor:** Political Science 1, 15, 108, and nine upper division units.

### Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Pol. Sci. 1 (3)	Pol. Sci. 95 (3)	Pol. Sci. 20 (3)
Pol. Sci. 15 (3)	G.E. or	G.E. or	G.E. or
G.E. or	Elective	Elective (12)	Elective (12-15)
Elective (9-10)	(12-13)		
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Pol. Sci. 108 (3)	Pol. Sci. 109 (3)	Pol. Sci., u.d. (6)	Pol. Sci., u.d. (6)
Pol. Sci., u.d. (3)	Pol. Sci., u.d. (3)	G.E., Minor or	G.E., Minor or
G.E., Minor or	G.E., Minor or	Elective (9-10)	Elective (9-10)
Elective (9)	Elective (9)		

#### 1—Introduction to Political Science (3)

This course will provide students with an understanding of the basic concepts and processes of Political Science as well as the background information and analytical skills needed to comprehend today's difficult political issues. It will also attempt to communicate some of the excitement and vitality of Political Science as a field of study.

#### 15—American Politics (3)

An analysis of the origin, development, structure, and operation of national, state, and local government in terms of historic political issues. (Every semester.)

#### 20—International Politics (3)

A study of political relations among nations to include national goals, diplomacy, struggles for power, and war. Theories looking to significant patterns in world politics are analyzed and discussed. (Every semester.)

#### 95—Statistical Analysis in Politics (3)

This course is designed to acquaint the student with the tools of political analysis and to develop an understanding of statistical description and inference. NOTE: Political Science 95 does not satisfy general education requirements.

#### 101—Principles of Public Administration (3)

General theory and practice of governmental administration at the national, state, and local levels. Development and effectuating of policy and implementation of legislation. Communications, administrative structure, and the role of the public administrator in society.

#### 102—State and Local Government (3)

An examination of the political functions of state and local governments.

**104—The Politics of the Budgetary Process (3)**

A consideration of the budgetary process, expenditure policy, debt policy, and taxes at the federal, state, and local levels.

**105—Public Policy (3)**

A study of the political and administrative processes through which public policy is formulated, adopted, implemented, and evaluated.

**107—Urban Politics (3)**

The course will examine the interaction of political leadership, administrative officials, interest groups, and citizens groups in the formulation of public policy in the urban community. Selected issues in land use, planning, environmental control, education, housing, transportation and fiscal policy will be examined with special attention to the political economy and political sociology of the San Diego metropolitan area.

**108—History of Political Thought: Ancient to Modern (3)**

This course will explore the formation and development of political ideas, from Greek political philosophy to modern political thought. Emphasis will be upon the relation between theory and practice in political life. (Fall, every year.)

**109—History of Political Thought: Modern and Contemporary (3)**

This course will explore the political ideas in the modern western tradition and examine contemporary frontiers in political thought. Emphasis will be upon the relation between theory and practice in political life. (Spring, every year.)

**110—Comparative Political Ideology (3)**

An examination of modern political ideology from a comparative perspective including democratic liberalism, socialism (democratic and authoritarian), fascism, and contemporary third-world "nationalism."

**112—Politics in Literature (3)**

This course will explore the political content of selected classical, modern, and contemporary literature. Emphasis will be placed on concepts such as authority, power, freedom, equality, organization, obligation and the ways they have been treated by different authors.

**113—Politics and Parties (3)**

An examination of the origin, nature, structure and operation of American political parties and interest groups, and their role in the political process.

**114—American Political Thought (3)**

The origin and development of significant political ideas in the United States as expressed in the contributions of selected thinkers.



**115—Political Behavior (3)**

Political socialization, orientation, and participation are described and explained. Both quantitative research methods and traditional research methods will be utilized. Election data will be the focus of the course. Prerequisite: Political Science 95.

**117—Topics in Political Science (3)**

An examination of topical issues affecting national or international political systems. Contemporary debates about public policy options will be focus of the course. (The course can be repeated for credit when the topic changes.)

**118—Congress and the Presidency (3)**

An analysis of the interacting roles Congress and the President play in the formation of public policy, domestic as well as foreign. The constitutional implications of these dual roles are emphasized.

**119—Recent Supreme Court Decisions (3)**

An analysis of the impact of recent Supreme Court decisions on politics, minority rights, law enforcement, and the structure of the government.

**120—Constitutional Law I (3)**

The course will focus on the early development of American constitutional law including the Articles of Confederation, the Constitutional Convention, and the development of Supreme Court doctrines in such substantive areas as judicial review, federalism, and the contract and commerce clauses. (Not open to students who have taken Political Science 119, Recent Supreme Court Decisions.)

**121—Constitutional Law II (3)**

A continuation of the examination of Supreme Court opinions with a focus on issues involving civil rights and liberties. (Not open to students who have taken Political Science 119, Recent Supreme Court Decisions.)

**122—Judicial Behavior (3)**

An analysis of judicial policies and decisionmaking and the study of the recruitment and career patterns of legal elites. The focus of the course will be judicial behavior in the United States, although some comparative data will be presented.

**126—Comparative Public Law (3)**

A cross-national, historical, and comparative analysis of constitutional, administrative and criminal law in divergent political systems. Subject countries will vary, but will include representative states within the Civil Law, Common Law, and Socialist Law traditions.

**127—International Law (3)**

The theory and practice of international law. Diplomatic intercourse and its problems. The recognition of states. Treaties and alliances. The International Court.

**128—International Organizations (3)**

An examination of the evolution of international organizations at both the global and regional levels. The security and welfare functions of these organizations will be studied with particular attention to the United Nations system.

**129—Law of the Sea (3)**

A study of regimes of the sea including fisheries, law enforcement, and coastal management zones. The politics of ocean regulation will be examined with particular attention to law of the sea negotiations involving strategic and economic prospects for the oceans.

**130—International Political Economy (3)**

The international political strategies affecting economic growth and global redistribution of wealth will be analyzed. Among topics to be investigated include the confrontation of the industrial nations with the nations of the Third World. Economics 1 and 2 recommended.

**154—Politics in Western Europe (3)**

A study of the political institutions, politics, and integrative organizations of the Western European nations to include social reform, economic policies, defense arrangements, and foreign policy.

**158—Comparative Analysis of Developing Areas (3)**

The issues of political development in Third World countries, especially Africa and South Asia, will be studied. Prospects for increased political performance will be investigated with attention to the role of parties, bureaucracies, and militaries in the development process.

**178—Contemporary American Foreign Policy (3)**

Problems and issues of current import in American foreign policy. The focus is on the decisionmaking process and the impact of the domestic and international environment on that process.

**179—National Security Policy (3)**

An analysis of such factors in national security as disarmament and arms control, nuclear weapons, the theory of deterrence, limited warfare and tactical nuclear devices, collective security arrangements, and guerilla warfare. Political Science 15 and 20 recommended.

**180—Politics in the USSR (3)**

Czarist Russia from 1860. The fall of Czardom and reasons for the Revolution. Governmental institutions of the USSR. Structure of the Communist Party. The political-economic relations with other states.

**181—Politics in Eastern Europe (3)**

An analysis of the historical, philosophical, and institutional aspects of the politics. The political relations of the countries with the USSR and significant changes with the West since World War II.



**182—Soviet Foreign Policy (3)**

An examination of the acquisition of superpower status by the U.S.S.R. with emphasis on Soviet attempts to compete with the U.S., Western Europe, China, and Japan. Choices facing the Soviet political elite will be analyzed together with Soviet interpretations of the global "correlation of forces."

**185—Latin America in World Affairs (3)**

This course will focus on Latin America's role in international politics. International organizations and relations with the United States will be examined, and the impact of regional crises will be explored.

**186—Politics in Latin America (3)**

This course will explore political development in the Latin America region. Issues, forces and processes of development will be examined.

**189—Politics in Japan (3)**

Political culture of contemporary Japan is studied with attention to the evolution of political practices. Japanese policies relating to industrialization and modernization are examined.

**190—Politics in China (3)**

An examination of contemporary politics and political issues in China. Emphasis on the relationship of ideology and practice in Chinese politics.

**192—Politics in the Middle East (3)**

Political developments in the Middle East since 1914, including those in international relations, regional affairs, and domestic developments in individual countries.

**193—Comparative Foreign Policy (3)**

The course will examine how comparison of foreign policies can be accomplished. Public policy formation and political structures in various countries will be analyzed with particular attention to the linkage of domestic and foreign policy decisionmaking.

**198—Internship in Political Science (1-6)**

Participation in a governmental internship at local, state, or national level. Students will be required to complete a research paper under the supervision of the instructor. This course is open only to Junior or Senior Political Science majors with a grade point average of 3.0 or higher. Students may not earn more than a total of six units in Political Science 198, and only three units may be used toward the major. Prerequisites: Political Science 15 and 101 or permission of instructor.

**199—Directed Reading or Research (3)**

Advanced individual study in the areas listed below. This course is open only to Junior or Senior Political Science majors with a grade point average in political science courses of 3.3 or higher. It may be repeated for credit once only though not in the same area. (Any semester by arrangement.)

Areas:

Public Policy. Prerequisite: 101

American Institutions. Prerequisite: 15

International Relations. Prerequisite: 20

Comparative Politics. Prerequisite: Consent of Chair.

**Note:**

- (1) For graduate courses in Political Science, see Graduate Division Bulletin.
- (2) Students wishing to earn a Social Science teaching credential may do so while completing a major in Political Science. The specific requirements for the teaching credential differ from general requirements for the Political Science major. Students interested in pursuing a Social Science teaching credential should consult the Department Chair.

**PSYCHOLOGY**

A. John Valois, Ph.D., Chair

Doris Durrell, Ph.D.

Michael Haney, Ph.D.

Daniel D. Moriarty, Jr., Ph.D.

Gerald Sperrazzo, Ph.D.

Mary Jane Warren, Ph.D.

James M. Weyant, Ph.D.

The objective of the program in psychology is to advance the student's understanding of psychology as a science, a profession, and a means of promoting human welfare. The undergraduate program has two major thrusts. Both give the student a general liberal arts background which serves as a foundation for various career possibilities. The Plan A major is designed to help the student prepare for admission into graduate school in psychology. The plan B major is offered for students interested in psychology as a background for other career possibilities. Either plan may be used as a foundation for entry into fields such as the ministry, primary and secondary education, social work, probation, law, business and personnel work.

**Note:** Students who wish to graduate as psychology majors will normally be expected to complete a minimum of 12 upper division units with the USD Psychology department.

**Preparation for the Major:**

**Plan A:** Psych 1, 30, and 60 are required; Mathematics 14 and Computer Science 6 are strongly recommended as is the use of a biology course in fulfilling the Life Science requirements for general education.

**Plan B:** Psych 1, 12, and 30.



**The Major: Plan A**

A minimum of 25 upper division units is required. Psych 111, 163, 168, 107 or 108 or 131, 159 or 160, 161 or 162, and a laboratory course (159L, 161L, 162L, or 163L) are required.

**The Major: Plan B**

A minimum of 24 upper division units is required to complete the major. Psych 111, 152, 163, and 107 or 108 or 131 are required.

The electives chosen to complete the major requirements should be selected with a view of achieving balance among the major areas of psychological knowledge. A maximum of 6 units from any combination of Psych 193, 194 and 196 elective units can be applied toward the units required to complete the major. Units beyond this limit are, however, applicable to the 124 units required to graduate from USD.

**The Minor:**

A minimum of 18 units is required for the minor. These must include Psych 1 and 30 and at least three upper division courses. Psych 60 is strongly recommended. The student must obtain an average of 'C' or better in the three upper division psychology courses to satisfactorily complete the minor.

**1—Introductory Psychology (3)**

This general education course provides an introduction to basic concepts in psychology. Topics include the biological basis of behavior, development, sensation and perception, learning, motivation, psychological measurement, personality, behavior disorders, and social psychology. (Every semester)

**12—Psychology of Personal and Social Adjustment (3)**

The development of the normal personality. Examination and interpretation of the factors which help the individual to understand the self and adapt to the social world. This course may not be taken after completing Psychology 146.

**30—Research Techniques in Psychology (3)**

Introduction to the principles and methods of psychological research through lecture, discussion and participation in laboratory and field research projects. The course will emphasize research designs. (Every semester)

**60—Statistics (3)**

Introduction to the analysis of research data in psychology. Topics include measures of central tendency and variability, correlation, prediction, and hypothesis testing. (Fall)

**100W — Writing in Psychology (3)**

Training in writing in the style specified in the American Psychological Association Publication Manual. Involves a series of writing tasks culminating in a written review paper or research proposal. Satisfies the upper division writing requirement in General Education.

**107 — History and Systems of Psychology (3)**

A survey of the major ideas that have affected the development of western psychology. The empirical, rationalistic and materialistic roots of modern psychology will be discussed. (Every other Fall.)

**108 — Motivation (3)**

Analysis of the factors that activate, direct and modulate human and animal behavior. Biological, behavioristic and cognitive approaches will be emphasized.

**111—Developmental Psychology: Childhood and Adolescence (3)**

Study of growth and development of the normal individual from conception through adolescence. The influences of maturation and socialization are emphasized as well as the interdependence of the various periods of the individual's life.

**112—Developmental Psychology: Adulthood and Aging (3)**

A study of human behavior and development into the adult years. Adulthood and aging as part of the generally accepted stages in the life span, attitudes about the adult years and contemporary theories and research in the field will be discussed.

**119—Psychological Testing (3)**

Principles of psychological testing, selection, evaluation, and interpretation of test results. Prerequisites: Psychology 1, 30 and 60.

**125—Computer Analysis of Behavioral Science Data (3)**

Students will learn to enter data on a computer and to use existing programs (i.e., SPSS) to perform the kinds of analyses introduced in basic statistics courses (i.e., central tendency, variation, correlation, t-tests, analysis of variance, and chi square). More advanced statistical procedures (e.g., multiple regression, partial correlation, and analysis of covariance) will be introduced. Previous experience with computers is not required. Prerequisite: Psych 60.

**131—Theories of Personality (3)**

Foundations of theory will be presented. Contributions of the analytic, behavioristic, phenomenological and existential schools of thought will be emphasized. Prerequisite: Psych 1. (Every other Fall.)

**146—Human Relations (3)**

An analysis of human behavior, stressing basic psychological concepts which help persons to adequately cope with inter-personal relationships.

**152—Introduction to Methods of Psychotherapy (3)**

Introduction to problems, methods, and basic issues of psychotherapy. Prerequisite: Psychology 1. (Every Fall.)



**159—Learning (3)**

The study of learning in humans and animals. Topics include theories of learning, classical conditioning, instrumental learning, observation learning, perceptual-motor and verbal learning and cognition. Current research will be stressed. Prerequisites: Psych 1 and 30. (Every third semester.)

**159L—Learning Laboratory (1)**

A laboratory course in learning. Concurrent enrollment in or prior completion of Psych 159 is required. Prerequisites: Psych 1, 30, and 60 or consent of instructor. (Every third semester.)

**160—Cognitive Psychology (3)**

Study of how people process information. Topics include sensation, perception, attention, memory, imagery, language, concept formation, and problem solving. Both basic and applied issues will be addressed. Prerequisites: Psych 1 and 30. (Every Fall.)

**161—Biological Psychology (3)**

Study of the biological bases of behavior, stressing genetics, neural, and hormonal processes. Topics include anatomy and physiology of the nervous, sensory, and motor systems, and the biological bases of emotion, motivation, learning, memory, sleep, individual differences and psychopathology. Current research will be stressed. Prerequisite: Psych 1 and 30. (Every third semester.)

**161L—Biological Psychology Laboratory (1)**

A laboratory course in biological psychology. Concurrent enrollment in or prior completion of Psych 161 is required. Prerequisites: Psych 1, 30, and 60 or consent of instructor. (Every third semester.)

**162—Animal Behavior (3)**

Study of animal behavior through a synthesis of the work of ethologists and comparative psychologists. Stresses the adaptive nature of behavior and its role in evolution. Topics include research strategies, classification of behavior, evolution and development of behavior, the concept of instinct, communication, and social behavior. Current research will be stressed. Prerequisites: Psych 1 and 30. (Every third semester.)

**162L—Animal Behavior Laboratory (1)**

A laboratory course in animal behavior. Concurrent enrollment in or prior completion of Psych 162 is required. Prerequisites: Psych 1, 30 and 60 or consent of the instructor. (Every third semester.)

**163—Social Psychology (3)**

Study of social behavior. Topics include group behavior, socialization, social interaction, attitude change, affiliation, aggression, altruism, person perception, and the role of psychological factors in social problems. Current research will be stressed. (Every Spring.)

**163L—Social Psychology Laboratory (1)**

Provides an opportunity for firsthand experience in conducting social psychological research. Concurrent enrollment in or prior completion of Psych 163 is required. Prerequisites: Psych 1 and 30, or consent of instructor. (Every Spring.)

**165—Psychobiology of Sexual Behavior (3)**

Investigation of the genetic, neural, hormonal, and experiential factors in the development and expression of sexual behavior in animals and humans. (Offered upon sufficient demand.)

**166—Behavior Genetics (3)**

Explores the past and current status of the nature-nurture controversy in psychology as an introduction to the methods of research of behavior genetics. Hereditary influences on perception, learning, intelligence, temperament, personality, and psychopathology will be investigated through a consideration of current research in these areas. (Offered upon sufficient demand.)

**167—Behavioral Disorders of Childhood (3)**

This course will examine the causes of emotional disorders in childhood, and the various methods of treatment for childhood disorders. Prerequisite: Psychology 1.

**168—Abnormal Psychology (3)**

Study of the dynamics and processes of abnormal behavior with consideration of the biological, psychological and sociological factors involved. Prerequisite: Psych 1. (Every Spring.)

**175—Organizational/Industrial Psychology (3)**

A study of the application of psychological principles in organizational settings. Topics include organizational structure, personnel selection, social influence and human relations in organizations, leadership, and organizational change.

**176—Applied Social Psychology (3)**

A study of the various ways that social psychology has been applied to social and individual problems. Areas of application include mental health, physical health, the environment, education, organizations, consumer behavior, and law. Prerequisite: Psych 1.

**185—Humanistic Problems in Psychology (3)**

The course stresses the humanistic approach to the study of human beings. Contrasts with behavioristic and analytic approaches will be examined. Issues in the psychology of values, religion, alienation, self-actualization, and individuality will be considered.

**193—Field Experience in Psychology (1)**

Practical experience in a field setting under professional supervision. Each student is required to complete 40 hours of supervised training in an assigned field setting. May be taken for a maximum of 4 units, but restricted to one (1) unit per semester. (Every semester.)



**194—Internship in Psychology (3)**

This course involves two hours of class meetings and eight hours of field work each week. Field work is under the joint supervision of agency personnel and the course instructor. Regularly scheduled conferences with the faculty supervisor are required and a log of the experience is maintained by each student. Prerequisite: senior standing preferred and consent of instructor.

**196—Research Practicum (1)**

Practical experience in serving as a researcher in a project conducted by a faculty member. By invitation. May be repeated for a maximum of two units.

**197—Contemporary Psychological Problems (3)**

The purpose of this course is to provide the advanced undergraduate student with an opportunity to explore a variety of contemporary problems in psychology. These will be in depth investigations on subjects of special concern to the instructor. May be repeated with different topics. Prerequisite: Junior standing.

**199—Senior Research (3)**

Library, laboratory, or field research of the student's own design conducted under faculty supervision with lecture and discussion of research techniques and design. A written report is required.

**Note:** Students wishing to earn a Social Science teaching credential may do so while completing a major in Psychology. The specific requirements for the teaching credential differ from the general requirements for the Psychology major. Students interested in pursuing a Social Science teaching credential should consult the School of Education.

Majors who plan to earn the American Humanics Certificate should confer with the Executive Director of American Humanics about the preferred elective courses within the major.

**THEOLOGICAL AND RELIGIOUS STUDIES**

Rev. Robert L. Kress, S.T.D.  
Chair, Undergraduate Program  
Joseph A. Colombo, Ph.D.  
Helen deLaurentis, Ph.D.  
Kathleen M. Dugan, Ph.D.  
Florence Gillman, Ph.D.  
Sister Ann Johnston, Ph.D.  
Rev. Dennis W. Krouse, S.T.D.  
Gary A. Macy, Ph.D.  
Rev. Joseph T. McDonnell, M.A.  
Rev. Ronald A. Pachence, Ph.D.  
Rev. Norbert J. Rigali, S.J., Ph.D.  
Rev. Raymond O. Ryland, Ph.D., J.D.  
Rev. Delwin B. Schneider, Ph.D.

Theology and the study of religion reflect upon the existence and nature of God, the human experience of God and God's revelation in the world. The Roman Catholic tradition is pre-eminent within a curriculum that is both ecumenical and cross cultural. *Since all upper division courses presuppose a religious studies foundation, students are expected to have completed at least one lower-division course before enrolling in upper-division classes.*

**Major Requirements: (36 units)**

Lower Division: Religious Studies 16 and one other course.

Upper Division: Religious Studies 110 or 111, 141 or 142, 160, 164, 169, one course from 190-198 and 12 upper division elective units.

**Minor Requirements: (18 units)**

Lower Division: Religious Studies 16, and one other course.

Upper Division: 160, 164, and nine elective units

**10—The Nature of Religion (3)**

An introduction to the study of religion, investigating universal constants in religious experience such as myths, symbols, ethical values and concern with the meaning of life and death.

**11—Belief and Unbelief (3)**

In the context of modern atheism and secular humanism, this course investigates the validity of the central claim of religion: namely, to speak truthfully of God and to describe the adequate response of human beings to the divine being.

**14—Foundations in Catholic Theology (3)**

An investigation of the fundamentals of Christian belief and of characteristics distinguishing the Roman Catholic from other Christian traditions.

**16—Introduction to Biblical Studies (3)**

A study of the Bible: its formation, historical character, primary themes and interpretation.

**19—Christianity and its Practice (3)**

An introduction to Christian belief and practice through reflection on classic and contemporary expressions of the Christian life.

**110—History of Religions (3)**

A study of the method of history of religions. Selected readings in the world's religious traditions: Indian, Chinese, Judaic and Islamic.

**111—Christianity and Other Faith Traditions (3)**

A study of the relation of Christianity to Hinduism, Buddhism, Chinese religions, Judaism and Islam. Selected readings from the major religions, the Christian Scriptures, Church Fathers, Second Vatican Council and contemporary theologians.

**112—Hindu Faith and Practice (3)**

An historical and systematic study of Indian religion from the Vedic revelation to modern theologians with special emphasis on points of contact between Hindu and Christian thought.



**113—Jewish Faith and Practice (3)**

An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions.

**114—Buddhist Faith and Practice (3)**

A systematic study of the life and teachings of Gautama and an investigation of Buddhism in India, Southeast Asia, China and Japan. Special attention is paid to the contemporary response of Christianity to Buddhism.

**115—Islamic Faith and Practice (3)**

A study of the life of the prophet Muhammad, the fundamentals of the message of the Qur'an, its relationship to Judaism and Christianity, and questions which Islam poses in modern history.

**120—Native American Religious Traditions (3)**

An historical and systematic investigation into the spiritual contribution of American Indians, their ethos and their meaning for Christianity and the future of humanity.

**130—Foundations of Christian Ethics (3)**

An investigation of the norms of behavior, values and ideals of the Christian life.

**134—Christian Social Ethics (3)**

A study of the Christian community's relation to civil society and of socioethical problems in light of Christian tradition.

**141—Christian Worship (3)**

An introduction to the study of Christian liturgy through an examination of the history of liturgical practice, of myth and symbol as dimensions of sacramentality, and of theological and cultural principles of celebration.

**142—Christian Sacramental Practice (3)**

A study of the practice, history and theology of Christian initiation, eucharist, penance, anointing of the sick, holy orders and matrimony.

**143—Christian Marriage (3)**

A theological study of Christian marriage with consideration of the historical development and current pastoral understanding of this sacrament.

**153—Early Christianity (3)**

A study of the theology and religious practices of the first five centuries of Christianity.

**154—The Medieval Church (3)**

A study of the theology and religious practices of western Christianity during the sixth through fifteenth centuries.

**155—The Reformation Era (3)**

A study of the theologies and religious traditions leading to and expressed in diverse ecclesial communities in Christianity during the sixteenth and seventeenth centuries.

**156—The American Catholic Experience (3)**

The history of the Catholic Church in the United States of America and theological reflection upon its unique development and characteristics.

**160—Jesus in Christian Tradition (3)**

A critical investigation of the person and ministry of Jesus in light of Scripture and the Christian tradition.

**161—Christian Understanding of the Human Person (3)**

A theological exploration of the meaning and dignity of human persons in terms of their relationships to God and to creation.

**162—The Christian Understanding of Salvation (3)**

An examination of the Christian understanding of salvation and the redemptive work of Christ from biblical, historical and contemporary perspectives.

**164—Theology of the Church (3)**

An investigation of the origin, nature and function of the Church, primarily from the Catholic perspective.

**166—The Problem of God (3)**

The questions "What is God?" "Does God exist?" and "What does it mean to believe in God?" are investigated against the background of classical theism and modern thought.

**169—Topics in Theological and Religious Studies (3)**

A study of selected major figures or problems or movements or periods in either Christianity and/or other religions. Specification will be made by the instructor. Prerequisite: Permission of the instructor.

**191—The Pentateuch: Jewish and Christian Roots (3)**

A study of the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy), the history of their composition and their theological contributions to Judaism and Christianity. Prerequisite: Religious Studies 16 or permission of instructor.

**192—The Prophetic Tradition of Israel (3)**

A study of Old Testament prophets in their historical, social and political backgrounds. Attention is given to the contribution of the prophets to Jewish-Christian theologies and their significance for the contemporary world. Prerequisite: Religious Studies 16 or permission of instructor.

**193—Matthew and Mark (3)**

A study of the sayings and deeds of Jesus as handed down by the early Christians and recorded in the first two Gospels. Prerequisite: Religious Studies 16 or permission of instructor.



**194—The Writings of Luke (3)**

A study of the Gospel of Luke and Acts of the Apostles. The course studies Luke's interpretation of the sayings and deeds of Jesus as handed down by the early Christian community and his theological history of the early church. Prerequisite: Religious Studies 16 or permission of instructor.

**195—Pauline Theology (3)**

A study of the Pauline writings and theological thought. Major themes are reviewed with respect to their applications to present-day Christian life. Prerequisite: Religious Studies 16 or permission of instructor.

**196—Johannine Theology (3)**

A study of the Johannine writings, particularly the Gospel. Some of the major themes examined are Christology, Trinitarian doctrine and eschatology. Prerequisite: Religious Studies 16 or permission of instructor.

**198—The World of the New Testament (3)**

A survey of historical, political, social, cultural, and religious conditions of the first-century Roman world as the context of early Christianity and the New Testament literature.

**199—Directed Individual Study (1-3)**

Prerequisite: Permission of instructor and approval of the department chair and of the dean.

**SOCIOLOGY**

Michael P. Soroka, Ph.D., Chair

Department of Anthropology and Sociology

George J. Bryjak, Ph.D.

Eugene M. Labovitz, Ph.D.

Judith Liu, Ph.D.

**Preparation for the Major:** Sociology 1 (*prerequisite for upper division courses*); Anthropology 20, Sociology 60 (Statistics).

**The Major:** The programs in Sociology are designed to prepare students for graduate work in this discipline, and/or for work or advanced study in related fields of health, education, law, probation, welfare, and urban studies. There are two plans offered for sociology majors:

**Plan A:** emphasizes preparation for graduate study in sociology.

**Plan B:** offers foundations in sociological knowledge for application in related fields and the workplace.

**Plan A requirements:** 24 upper division units in sociology, to include:

Sociology 122 or 123 — Social Theory (3)

Sociology 124 — Research Methods (3)

Sociology 145 — Social Psychology (3)

Sociology 150 — Social Organization (3)

Sociology 161 — Social Change (3)

Nine additional upper division units

Strongly Recommended: Sociology 122 and 123.

**Plan B requirements:** 24 upper division units in sociology, to include:

Sociology 122 or 123 — Social Theory (3)

Sociology 124 — Research Methods (3)

18 additional upper division units.

**The Minor:**

18 units of sociology including Sociology 1 and nine upper division units.

**1—Introductory (3)**

Basic concepts of sociology: groups, social processes, status, role, society; behavior patterns, social institutions, culture, social change. (Every semester.)

**10—Social Problems (3)**

An analysis of modern social problems recognizing the sociological factors involved. Emphasis on the scientific method of approach. An evaluation of various views on the causes and solutions of social problems.

**60—Statistical Methods (3)**

An introduction to the use of quantitative methods with emphasis on measures of central tendency and variability, statistical inference, including the normal curve, elementary probability, sampling, and correlation.

*Sociology 1 is a prerequisite to all Upper Division courses.*

**118—Social Demography (3)**

An analytical study of the size, territorial distribution, and composition of population in human societies. Consideration will be given to the relationship of population patterns and changes to social structure, social institutions, and socioeconomic change, with particular reference to American society.

**122—Early Sociological Theories (3)**

Development of sociological theories from Comte to Max Weber. Prerequisite: upper division standing.

**123—Modern Sociological Theories (3)**

Development of sociological theories from Weber to contemporary European and American sociologists. Prerequisite: upper division standing.

**124—Methods of Social Research (3)**

An introduction to a broad range of concepts and methods for the collection, organization, analysis, and interpretation of sociological data. Conceptual models, research design, empirical methods, and the special problems of measurement, analysis, and interpretation are stressed.



**131—Race and Ethnic Relations (3)**

An introduction to theory and research relative to minority group relations in the United States and elsewhere, with particular emphasis upon patterns, problems, and consequences of social interaction among different racial, national, religious, and socioeconomic groups.

**145—Social Psychology (3)**

An introduction to and analysis of social interaction, including individual and group behavior in social situations. Status and role relationships, group and norm formation, as well as communicative, leadership and collective behavior, are stressed.

**147—Introduction to Criminology (3)**

An examination of crime and society, with special emphasis on theories of criminality, types and trends in crime, and current controversies in criminology.

**149—Social Control (3)**

An examination and analysis of the various strategies and techniques utilized to combat criminal and deviant behavior. Attention will be focused on the organization and operation of the American criminal justice system.

**150—Social Organization (3)**

A comparative analysis of the basic structuring of human societies, utilizing the perspective of social systems theory. Topics for discussion will include such fundamental institutionalized processes as social allocation and social power, as well as the development of total societies from simple to complex forms of organization.

**153—Marriage and the Family (3)**

Analysis of the family as a social institution and as a social group, with emphasis on the impact of industrialization on traditional family functions, courtship, role expectations, childrearing, and family stability.

**157—Social Stratification (3)**

An analysis of the structures and dynamics of social inequality, focusing upon competing theoretical explanations and empirical investigations of different arrangements by which wealth, power, and prestige are distributed in human societies.

**158—Political Sociology (3)**

An introduction to the sociological analysis of the theory and practice of power in contemporary societies. Emphasis will be placed upon such topics as the nature of political power, social and cultural foundations of political institutions, sources and patterns of political involvement, and the social consequences of various types of power structures.

**161—Social Change (3)**

An introduction to the nature, sources, characteristics, theories, and consequences of social change. Analysis is made of social change in varying societies, with major emphasis on change and its consequences for American society.

**162—Sociology of Developing Nations (3)**

An analysis of the theories that attempt to explain the forces of change that result in the transition of preindustrial societies to modern industrial states. Attention will be focused on contemporary underdeveloped societies and the problems associated with modernization.

**163—Urban Sociology (3)**

An introduction to the study of communities including the city, rural-urban regions, urban ecology and social change in urban areas.

**168—Social Deviance (3)**

An analysis of conceptions of deviant behavior, the nature and prevalence of such behavior, and the theories developed to explain deviance. Emphasis is upon the relationship of such behavior to social structure and social processes.

**169—Sexuality in Contemporary Society (3)**

An analysis of the phenomenon of human sexuality from a sociological perspective. Topics include the biological basis of sexuality, development of sex roles, historical and cross-cultural views of sexuality, and trends in sexual behavior and attitudes.

**170—Sociology of Education (3)**

An introduction to education as a social process and a social institution. Topics include the social functions of education, the school as a formal organization and social system, social factors affecting the educational process and an examination of change and innovation in education.

**180—Collective Behavior (3)**

An examination of the short-lived and often extraordinary noninstitutionalized behavioral phenomena — crowds, mobs, riots, panics, and crazes — that seem to periodically disturb the orderly flow of human societal life. Also examined will be the processes by which these "social aberrations" may become institutionalized, as social movements, as part of a new and emerging sociocultural order.

**185—Sociology of Aging (3)**

Study of the sociological, psychological and cultural approaches and problems related to aging. Emphasis is placed on what it means to grow old in American culture.

**188—Sociology of Sport (3)**

An examination of the role of sport in American society. Topics to be explored include: sports and social values, socialization into sport, the political and economic aspects of sport, sports and violence, sports and education, the black athlete, and women in sports.

**196—Special Topics in Contemporary Sociology (3)**

An in-depth analysis of selected contemporary topics in sociology, with specific content to be determined by particular interest of instructor and students. Prerequisite: permission of instructor. (On demand.)



**197—Internship in Juvenile Probation (3)**

A practicum course involving a minimum of twelve hours of work per week with various social service and criminal justice agencies in San Diego county. Students may be required to attend an orientation program prior to their placement, and write a research paper under the supervision of the faculty advisor. Prerequisites: Senior standing, a period of orientation and consent of instructor are *required prior* to registration.

**198—Field Experience in Community Development (1)**

Practical experience in a field setting under professional supervision. Each student completes 40 hours of training and service in community development.

**199—Special Studies (1-3)**

Individual study and written research. Prerequisite: consent of instructor and department chair.

**Note:** Students wishing to earn a social science teaching credential may do so while completing a major in sociology. The specific requirements for the teaching credential differ from general requirements for the sociology major. Students interested in pursuing a social science teaching credential should consult the department chair.

**SPANISH**

See course listings under Foreign Languages and Literatures.

**THEATRE ARTS**

**Pamela Connolly, M.A.**

The Theatre Arts program is designed to give each student a working vocabulary which will be directly applied to actual productions. Students are strongly encouraged to use the various dramatic literature courses offered by the English and Foreign Language departments to create their own interdisciplinary programs pursuant to their areas of interest.

**The Minor:** The eighteen units should include Theatre 11 (a prerequisite for all upper division work) and Theatre 150. Six units of upper division theatrical literature are also required.

**11—Introduction to the Theatre (3)**

A survey of all of the areas involved in the production of a play with an emphasis on terminology and practical experience. (Fall, every year.)

**15—Theatrical Production (1)**

Experience in actually producing a play for performance. Open to second semester freshmen and above by audition only. (Every semester.)

**30—Beginning Acting (3)**

Course work for students interested in learning stage movement, voice, diction, and character analysis leading to monologues and class scenes. (Spring, every other year.)

**31—Advanced Acting (3)**

Study and practice of acting styles with an emphasis on scenes from different historical periods. Prerequisite: Theatre 30 or permission of the instructor. (Spring, every other year in alternation with Theatre 30.)

**120—Lighting and Theatrical Make-Up (3)**

A lab emphasizing the use of color in lighting and make-up. Independent experimentation with styles and techniques. Prerequisite: Theatre 11. (Offered in rotation with Theatre 150 and 160.)

**130—Advanced Oral Interpretation (3)**

Interpretation of prose, poetry, and dramatic dialogue.

**150—Technical Theatre (3)**

Set, lighting, and costume design projects with an emphasis on individual student areas of interest, studying creativity through non-conventional media. Prerequisite: Theatre 11.

**160—History of the Theatre (3)**

A study of the development of theatre through selected readings from the Greeks to modern playwrights with an emphasis on the way they were produced during each period.

**169—Contemporary Theatre (3)**

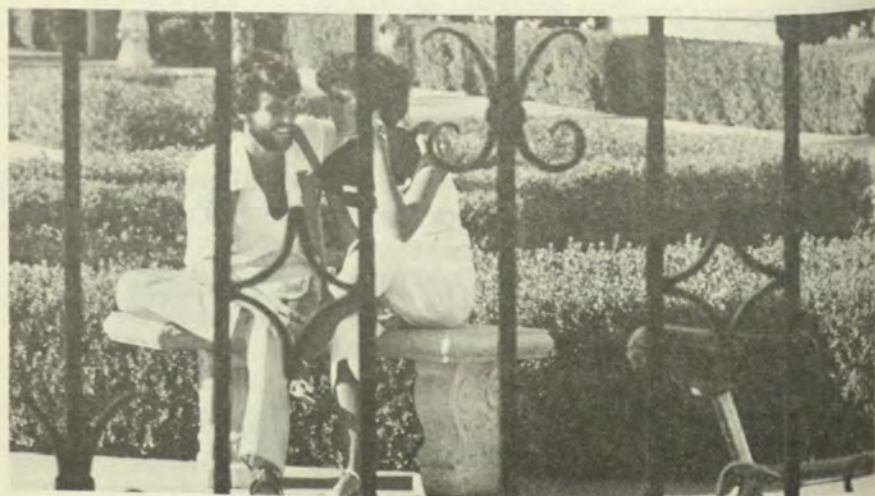
See English 166. A study of contemporary plays and the forces which contributed to their development.

**193—Field Experience in Theatre (1)**

Practical experience in a field setting under professional supervision. Students complete a minimum of 40 hours of work related to their field of study. For elective credit only. Does not apply to minor.

**199—Independent Research or Study (1-3)**

Prerequisite: Consent of the instructor.





## SCHOOL OF BUSINESS ADMINISTRATION

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Nancy G. Neslund, LL.M.(Candidate), J.D.

Diane Pattison, Ph.D.

Cynthia M. Pavett, Ph.D.

James T. Perry, Ph.D.

Darlene A. Pienta, Ph.D.(Candidate)

Eugene J. Rathswohl, Ph.D.

Daniel A. Rivetti, D.B.A.

John Ronchetto, Ph.D.(Candidate)

Miriam Rothman, Ph.D.

Jonathan Sandy, Ph.D.

Luc Soenen, D.B.A.

William R. Soukup, Ph.D.

Charles J. Teplitz, D.B.A.

Gary G. Whitney, Ph.D.

Dirk S. Yandell, Ph.D.

Dennis P. Zocco, Ph.D.

### **Advisory Board**

The Advisory Board was formed in the Fall of 1973 with the following objectives:

1. To develop and promote sound relations between the USD School of Business Administration and the business and government communities,
2. To seek counsel and advice from competent operating executives on existing and contemplated programs of the School of Business Administration,
3. To act as liaison between the USD School of Business Administration and the San Diego community and the state and national sectors,
4. To advise the Dean and the faculty on various matters dealing with business programs, curricula and activities,
5. To help the Dean in seeking sources for support of the School of Business Administration programs and facilities,
6. To improve and facilitate recruiting and placement of graduates and alumni,
7. To advise the USD School of Business Administration on ways and means of effective utilization of human and physical resources in business research projects and programs.

### **Members of the Advisory Board**

Mr. Terry Brown, President, Atlas Hotels

Mr. Ron Burgess, Managing Partner, Deloitte, Haskins & Sells

Mr. Gilbert Contreras, Contreras Brothers Development Corp.

Mr. James A. Ellis, Regional Vice President, Union Bank

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Mr. David J. Primuth, Chairman, University Industries

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Mr. David Skinner, Signal Corporation

Mr. H. B. Starkey, Jr., President, San Diego Division, Coast Federal Savings & Loan Assn.

Mr. Donald Tartre

Mr. Gregorio R. Vidal, Bonanza Travel & Tours

Mr. Richard Woltman, First Affiliated Securities, Inc.



## **DEGREES CONFERRED**

Bachelor of Arts in Economics  
Bachelor of Business Administration

### **THE DEGREE OF BACHELOR OF ARTS IN ECONOMICS**

The School of Business Administration offers a program leading to the degree of Bachelor of Arts in Economics. The program serves the needs of three types of students: (1) those planning careers in business or government; (2) those intending to pursue post-baccalaureate professional training in business administration, public administration, or law; and (3) those contemplating graduate work in economics.

Students contemplating Ph.D. work in economics would profit from Mathematics 50-52, Economics 180, and Mathematics 114. For those who may wish to become econometricians or mathematical economists, Mathematics 124, 140 and 181 are also recommended.

#### **I. General Education Requirements**

The general education program is described elsewhere in this bulletin. General education courses may be used in the fulfillment of the requirements specified below. In particular, general education courses in economics (a social science) and mathematics should be selected in conjunction with the following requirements.

#### **II. Lower Division Preparation for Major (22-23 units)**

To meet lower division preparation for the major the following courses with an average of "C" or better with no grade below "C-":

- Acct 1—Principles of Accounting I
- BA 16—Quantitative Business Analysis
- BA 86—Information Systems
- Econ 1—Principles of Economics: Macro
- Econ 2—Principles of Economics: Micro
- Math 11—College Algebra
- Math 14—Survey of Calculus  
or 50—Calculus I

Upon completion of 60 units and with approval of the Business School Counseling Center, the student becomes eligible for upper division Business School courses.

#### **III. The Major (30 units)**

Each student must complete the following:

- Econ 51—Macroeconomics
- Econ 52—Microeconomics
- Econ 170—Applied Econometrics
- Econ —Upper division electives (21 units)

#### **The Minor (18 units)**

The minor in Economics requires the completion of the following courses for a total of 18 units:

- ECON 1—Principles of Economics: Macro

ECON 2—Principles of Economics: Micro  
 Econ 51—Macroeconomics  
 Econ 52—Microeconomics  
 Econ —Upper division electives (6 units)

The minor in Economics is not available to students pursuing the degree of Bachelor of Business Administration.

Descriptions of courses for the major and minor in Economics can be found under Economics Course Descriptions.

### Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Economics 1 (3)	Economics 2 (3)	Economics 51 (3)	Economics 52 (3)
Math 11 (3)	Math 14 (3) or	Acct 1 (3)	BA 16 (4)
Fr Precep (3)	50 (4)	BA 86 (3)	G.E. or
G.E. or	G.E. or	G.E. or	Elective (9)
Elective (6-7)	Elective (9)	Elective (6-7)	
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Econ Elective (6)	Econ Elective (6)	Economics 170 (3)	Econ Elective (6)
G.E. or	G.E. or	Econ Elective (3)	G.E. or
Elective (9-10)	Elective (9)	G.E. or	Elective (9)
		Elective (9)	

## THE DEGREE OF BACHELOR OF BUSINESS ADMINISTRATION

All candidates for the degree of Bachelor of Business Administration (B.B.A.) must complete the following program:

### I. General Education Requirements

The general education program is described elsewhere in this bulletin. General education courses may be used in the fulfillment of the requirements specified below. In particular, general education courses in economics (a social science) and mathematics should be selected in conjunction with the following requirements.

### II. Lower Division Preparation for Major (25-26 units)

To meet lower division requirements for the major, the following courses must be completed with an average of "C" or better with no grade below "C-":

Math 11—College Algebra

Math 14—Survey of Calculus  
 or 50—Calculus I

Acct 1—Principles of Accounting I

Acct 2—Principles of Accounting II

BA 16—Quantitative Business Analysis

BA 86—Information Systems

Econ 1—Principles of Economics: Macro

Econ 2—Principles of Economics: Micro

### III. Upper Division Requirements for Major (24 units)



Upon completion of 60 units of course work, the student is eligible to take upper division Business School courses. The Upper Division Requirements for Major comprises the minimum background necessary to fulfill the common-body-of-knowledge requirement of the American Assembly of Collegiate Schools of Business (AACSB).

To meet the Upper Division Requirements for Major, the following courses must be completed:

- BA 100—Managing People in Organizations
- BA 110—Financial Management
- BA 123—Production Management
- BA 131—Fundamentals of Marketing
- BA 142—Business and Society
- BA 145—Business Law I
- BA 150—Management Science
- BA 195—Business Policy

#### **IV. The Major (18-24 units)**

Each student will select one of the following majors:

- Accounting (24 units)
- Business Administration (18 units)
- Business Economics (18 units)

#### **Major in Accounting**

A major in Accounting prepares students for careers in public and private accounting. Students majoring in Accounting should consult with their advisors about which courses to elect in order to prepare for the Certified Public Accountant (C.P.A.) Examination, graduate work in fields of study related to accounting, or specific fields of government employment.

**Accounting Major Requirements:** In addition to (1) the general education requirements, (2) the lower division preparation for major and (3) the upper division requirements for major, each student majoring in Accounting must complete the following:

- Acct 100A—Intermediate Accounting I
- Acct 100B—Intermediate Accounting II
- Acct 101 —Advanced Accounting
- Acct 102 —Cost Accounting
- Acct 106 —Federal Tax Accounting I
- Acct 108 —Federal Tax Accounting II
- Acct —Upper division elective (3 units)
- BA 146 —Business Law II

Those majoring in Accounting may transfer no more than two (2) courses in upper division accounting to USD.

#### **Minor in Accounting**

A minor in Accounting requires the completion of the following courses for a total of 18 units:

- Acct 1—Principles of Accounting I
- Acct 2—Principles of Accounting II
- Acct 100A—Intermediate Accounting I
- Acct 100B—Intermediate Accounting II
- Acct—Upper division electives (6 units)

The minor in Accounting is not available to students pursuing the degree of Bachelor of Business Administration.

### Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Economics I (3)	Economics 2 (3)	BA 86 (3)	BA 16 (4)
Math 11 (3)	Math 14 (3)	Acct 1 (3)	Acct 2 (3)
Preceptorial (3)	or 50 (4)	G.E. or	G.E. or
G.E. or	G.E. or	Elective (9-10)	Elective (9)
Elective (6-7)	Elective (9)		
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Acct 100A (3)	Acct 100B (3)	Acct 101 (3)	Acct 108 (3)
Acct 102 (3)	BA 110 (3)	Acct 106 (3)	Acct Elective (3)
BA 100 (3)	BA 131 (3)	BA 142 (3)	BA 123 ( )
BA 145 (3)	BA 146 (3)	G.E. or	BA 195 (3)
G.E. or	BA 150 (3)	Elective (6-7)	G.E. or
Elective (3-4)			Elective (3)

### Major in Business Administration

The Business Administration major serves those students interested in careers in business management or public administration and those contemplating post-baccalaureate studies in business.

**Business Administration Major Requirements:** In addition to (1) the general education requirements, (2) the lower division preparation for the major and (3) the upper division requirements for the major, each student majoring in Business Administration must complete the following:

Acct 110—Management Accounting

BA 101—Organizational Theory

Econ 173—Managerial Economics

Acct, BA or Econ—Upper division electives (9 units)

To fulfill the nine upper division elective units above, students may select any 9 upper division business school units or 9 units from one of the following concentrations:

#### Finance

BA 111—Financial Institutions

BA 112—Investments

BA 115—International Finance

BA 118—Principles of Real Estate

BA 139—Contract Pricing

BA 198—Special Topics\*

#### Management

BA 103—Interpersonal Relations

BA 105—Human Resource and Career Development

BA 107—Human Resource Management

BA 198—Special Topics\*

#### Marketing

BA 132—Marketing Research

BA 133—Retailing

BA 134—Advertising

BA 135—Personal Selling

BA 136—Consumer Behavior

BA 137—International Marketing



BA 138—Purchasing Management

BA 198—Special Topics\*

\* No more than 3 units of "Special Topics" may be used as part of the concentration requirements. Use of "Special Topics" course in the concentration is subject to approval of the Business School Counseling Center.

### Minor in Business Administration

A minor in Business Administration requires the completion of the following courses for a total of 18 units:

Acct 1—Principles of Accounting I

Econ 1—Principles of Economics: Macro

Econ 2—Principles of Economics: Micro

BA 101—Organizational Theory

or 161—Introduction to International Business

BA ———Upper division electives (6 units)

The minor in Business Administration is not available to students pursuing the degree of Bachelor of Business Administration.

### Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Economics 1 (3)	Economics 2 (3)	BA 86 (3)	BA 16 (4)
Math 11 (3)	Math 14 (3)	Acct 1 (3)	Acct 2 (3)
Preceptorial (3)	or 50 (4)	G.E. or	G.E. or
G.E. or	G.E. or	Elective (9-10)	Elective (9)
Elective (6-7)	Elective (9)		
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
BA 100 (3)	BA 101 (3)	BA 150 (3)	BA 195 (3)
BA 145 (3)	BA 110 (3)	Econ 173 (3)	BA Elective (6)
BA 142 (3)	BA 131 (3)	BA Elective (3)	G.E. or
G.E. or	Acct 110 (3)	G.E. or	Elective (6-7)
Elective (6)	BA 123(3)	Elective (6)	

### Major in Business Economics

The Business Economics major serves those students interested in careers in business management or public administration and those contemplating post-baccalaureate studies in business, economics or law.

**Business Economics Major Requirements:** In addition to (1) the general education requirements, (2) the lower division preparation for the major and (3) the upper division requirements for the major, each student majoring in Business Economics must complete the following:

Econ 51—Macroeconomics

Econ 52—Microeconomics

Econ 170—Applied Econometrics

Econ 173—Managerial Economics

Econ ———Upper division electives (6 units)

### Minor in Business Economics

The minor in Business Economics requires the completion of the following courses for a total of 18 units:

Econ 1—Principles of Economics: Macro

Econ 2—Principles of Economics: Micro

Econ 51—Macroeconomics

Econ 52—Microeconomics

Econ ——— Upper division electives (6 units)

The minor in Business Economics is not available to students pursuing the degree of Bachelor of Business Administration or the degree of Bachelor of Arts in Economics.

### Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Economics 1 (3)	Economics 2 (3)	Economics 51 (3)	Economics 52 (3)
Math 11 (3)	Math 14 (3)	Acct 1 (3)	Acct 2 (3)
Preceptorial (3)	or 50 (4)	BA 86 (3)	BA 16 (4)
G.E. or	G.E. or	G.E. or	G.E. or
Elective (6-7)	Elective (9)	Elective (6-7)	Elective (6)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
BA 100 (3)	BA 142 (3)	Econ 170 (3)	Econ 173 (3)
BA 110 (3)	BA 145 (3)	BA 150 (3)	BA 195 (3)
BA 131 (3)	Econ Elective (3)	G.E. or	G.E. or
Econ Elective (3)	BA 123 (3)	Elective (9)	Elective (9-10)
G.E. or	G.E. or		
Elective (3)	Elective (3)		

### ACCOUNTING COURSES (ACCT)

#### 1—Principles of Accounting (3)

Introduction to books of account, their purpose and use, emphasizing the establishment of a solid background of theory. Preparation of financial statements and examination of accounting procedures for specific asset and liability accounts are among the topics in the first semester. Prerequisite: Sophomore standing.

#### 2—Principles of Accounting (3)

The second semester examines accounting procedures for long-term liabilities and owners' equity. Basic managerial accounting topics are introduced. Prerequisite: Accounting 1. dissolution of enterprises and preparation of financial statements are solved. Prerequisite: Accounting I.



**100A—Intermediate Accounting I (3)**

Emphasis is placed upon corporate organization with a comprehensive study of current assets, tangible, fixed assets, intangible assets, liabilities, and net assets. Recent developments in accounting theory and their impact on financial reporting are illustrated. Prerequisite: Accounting 2.

**100B—Intermediate Accounting II (3)**

Topics covered include accounting for partnership and corporate equities, long-term financing, tax allocation, long-term investments, and changes in financial position. Prerequisite: Accounting 100A.

**101—Advanced Accounting (3)**

Advanced and complex problems of accounting for partnerships are treated; purchase of interests, profit and loss division, retirement of partners, installment liquidations. Specialized problems of consignments, installment sales, insurance, receiverships, statement of affairs, realization and liquidation, as well as estate and trust problems are studied. Branch accounting and consolidations are a major part of this course's work. Prerequisite: Accounting 100B.

**102—Cost Accounting (3)**

Sources of data and preparation of financial statements in manufacturing organizations are studied. Primary emphasis is on costs for control, decision processes internal to the firm, including standards of performance, relevant costs for decisions, budgets and capital investment considerations. Prerequisites: Accounting 2 and Business Administration 16.

**106—Federal Tax Accounting I (3)**

Prevailing tax law is studied with special emphasis on what constitutes taxable income and allowable deductions for individual taxpayers. Problems and preparation of tax returns are used to illustrate course material. Prerequisite: Accounting 2.

**107—Federal Tax Accounting II (3)**

Emphasis is on tax accounting for partnerships, corporations, estates, and trusts. Prerequisite: Accounting 106.

**108—Auditing (3)**

Introduction to the work of the auditor emphasizing auditing concepts, standards, professional ethics, evaluation of evidence, internal control, and professional liability. Emphasis is placed on the development of the auditor's opinions on published financial statements. Prerequisite: Accounting 101.

**110—Management Accounting (3)**

Application of management accounting to all types of business entities, including manufacturing, merchandizing, and service industries. Emphasis is placed upon planning, decision making, and controlling rather than cost accumulation for inventory valuation. Both qualitative and quantitative factors will be discussed. Prerequisites: Accounting 2, Business Administration 16, 86 and 100.

**114—Estate Planning (3)**

Cross referenced as Business Administration 148.

**116—Advanced Accounting Theory (3)**

A review of contemporary accounting thought underlying financial accounting statements prepared for external users. An intensive review of pronouncements by authoritative bodies dictating acceptable reporting requirements. Prerequisite: Accounting 101.

**194—Internship (1-3)**

See advisor who is responsible for assignment of internship.

**198—Special Topics (3)**

Topics of current interest in accounting. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

**199—Independent Study (1-3)**

Independent study including empirical research and written reports. Prerequisite: Senior Standing and consent of instructor.

**BUSINESS ADMINISTRATION COURSES (BA)**

**10—Personal Finance (3)**

An examination of the assets and liabilities of the individual as he or she pursues his or her lifetime objectives and the complexity of financial decisions and options ranging in scope from current budgeting to long-range planning. What those decisions are, the planning tools available, and how to use the planning tools defines the nature of the course.

**16—Quantitative Business Analysis (4)**

A systematic exposure to the issues and problems of applying and interpreting statistical analyses of business situations. Topics include: descriptive statistics, probability, random variables and their distributions, statistical inference, multiple regression and residual analysis, correlation, classical time-series models, and forecasting. Extensive computer analysis of data. Prerequisites: Mathematics 14 or 50.



**86—Information Systems (3)**

An introduction to computer-based information systems. Topics include computer hardware, software, data processing procedures, systems development, and human resources and their applications in business. The fundamentals of computer problem solving using software packages on mini-and microcomputers are addressed.

**100—Managing People in Organizations (3)**

The study of human behavior in organizational meetings. Examines the interface between human behavior and the organizational context, and presents frameworks for managing people in the organization. Topics addressed in this micro-level course include: perceptual processes, personality, learning, motivation, attitudes, stress, group dynamics, intergroup behavior, conflict, power, politics, leadership, and cross-cultural implications. Behavioral science concepts are applied through self-assessment, case studies, and experiential exercises.

**101—Organizational Theory and Management Practice (3)**

An analysis of the theories of organizational design, structure, development and effectiveness from a managerial perspective. Topics addressed in this macro-oriented course include: systems theory; analysis of organization environments and their impact on organizations; organizational purposes, goals, and planning; organizational decision-making processes; technology and alternative organizational designs; information and control systems; functions of management; job design; environment-organization interface; and international and contemporary management issues. A contingency-systems approach is emphasized through case studies and simulations. Prerequisite: Business Administration 100.

**103—Interpersonal Relations (3)**

An advanced course covering theories, research, and skill development in the area of interpersonal relations. Topics covered include interpersonal influence, conflict, emotional styles, communication, group roles, non-verbal behavior, and personal growth. Course concepts are integrated with classroom exercises and outside organizational experiences to provide the student with both knowledge and skills for interacting effectively with others in managerial and personal situations. Prerequisite: Business Administration 100.

**105—Human Resource and Career Development (3)**

Study of the development of careers in work organizations. Principles of human resource skill development and patterns of success. Models for understanding individual and organizational career assessment and development. Principles of stress and coping mechanisms in career activities. Attention to successful individual and organizational practices. Particular emphasis on careers in management. Prerequisite: Senior standing.

**107—Human Resource Management (3)**

An introduction to the roles of both the staff specialist and manager in regard to the personnel function. Topics include, but are not limited to staffing, compensating, training, appraising developing an organization's human resources; as well as labor laws and labor relations. Prerequisite: Business Administration 100.

**110—Financial Management (3)**

A study of the forms, sources, and management of business capital. The finance function and its relation to other business functions and to general policy objectives is considered. Topics include: capital requirement, short and intermediate financing, management of current assets, capital budgeting, and the cost of capital. Prerequisites: Accounting 2, Economics 2, and Business Administration 16.

**111—Financial Institutions (3)**

An examination of the interaction among financial institutions, financial markets and the economy. Topics include the trends of financial institutions, interest rate structure and the security and mortgage markets. Prerequisite: Business Administration 110.

**112—Investments (3)**

Surveys the basic principles and techniques of investment analysis. Market analysis methods are examined critically and sources of analytical information and their use are studied. Prerequisite: Business Administration 110.

**115—International Business Finance (3)**

An introduction to the problems facing the financial management of international companies. Topics include foreign exchange exposure management, financing trade, foreign direct investments, international accounting and control and working capital management. Prerequisite: Business Administration 110.

**118—Principles of Real Estate (3)**

A study of the principles and practices surrounding real estate assets within the U.S. financial markets. An investigation of urban economic forces on financing, investment and valuation decisions and legal effects on market efficiency. Prerequisite: Business Administration 110.

**123—Production Management (3)**

An introductory analysis of productive systems, operations planning, and control. Topics include forecasting, inventories, scheduling, quality assurance and productivity. Prerequisite: Business Administration 16.

**131—Fundamentals of Marketing (3)**

An introduction to the critical role of marketing in our society with emphasis on the marketing concept, product, price, distribution, and promotion. Prerequisite: Economics 2.



**132—Marketing Research (3)**

Emphasis is placed on the relationship between marketing research and the business decision. A complete marketing research project is developed. Topics include: research methodology and the business function, problem formulation and the role of research, data collection and analysis. Prerequisites: Business Administration 16 and 131.

**133—Retailing (3)**

Essentials of retail management; market segmentation and market research for retail operations; buying and pricing functions; inventory control; budgeting.

**134—Advertising (3)**

The role of advertising in society, business, and marketing. Human behavior, market selection, media planning, advertising appeals, preparation of copy, research decisions, and the campaign approach to advertising are covered. An actual advertising campaign is planned and developed as a requirement of the course. Prerequisite: Business Administration 131.

**135—Personal Selling (3)**

Examines the role of personal selling in a firm's promotion and marketing strategy, and presents the principles and methods of persuasive communication. Concepts from the behavioral sciences are explored to show their application in sales situations. Attention is focused on the development and demonstration of effective sales presentation techniques. Prerequisite: Business Administration 131.

**136—Consumer Behavior (3)**

Analysis of consumer behavior and motivation, principles of learning, personality, perception and group influence, with emphasis upon mass communications effects. Prerequisite: Business Administration 131.

**137—International Marketing (3)**

An analysis of key international marketing activities and functions. Topics include environmental constraints, exporting, international product planning, and international selling and advertising. The various concepts are integrated through the development of a complete international plan for the marketing of a product in another country. Prerequisite: Business Administration 131.

**138—Purchasing Management (3)**

This course examines the principles of buying and acquiring raw materials, component parts, capital equipment and other goods and services for industry, retailing, not-for-profit organizations, and government.

**139—Contract Pricing (3)**

This course introduces and provides students an opportunity to apply modern contract pricing concepts, principles, and techniques. Topics covered include the economic principles underlying pricing, price analysis, cost analysis, Cost-Volume-Profit analysis and negotiation. Prerequisites: Accounting 2 and Economics 2.

**140—United States Business History (3)**

Business and economic background of the American Revolution and the Constitution; the Industrial Revolution in America; economic issues in the sectional crisis leading to the Civil War; the rise of big business; economic and business developments in the 20th century from World War I to the present.

**142—Business and Society (3)**

Study of the environment in which business operates; the contributing obligations, and relationships of business and society to one another. Prerequisite: Business Administration 100.

**145—Business Law I (3)**

Study of the legal environment in which profit and not-for-profit organizations operate. Includes study of courts and procedure, criminal law, torts, contracts, and formation, operation and termination of agency and partnership relationships. Case Study.

**146—Business Law II (3)**

Continued study including such topics as creation, operation and termination of corporations, sale of goods, property, and negotiable instruments. Case study. Prerequisite: Business Administration 145.

**148—Estate Planning (3)**

Fundamentals of planning for administration and disposition of estates: property, wills and trusts, protective proceedings, taxation, and probate. (Cross-referenced as Accounting 114.)

**150—Management Science (3)**

An introduction to the tools of management science and their application in decision-making. Topics include mathematical programming, transportation and assignment models, Markov analysis, network analysis, queuing models and decision simulations. Prerequisite: Business Administration 16.

**161—Introduction to International Business (3)**

An introduction to the international dimension of doing business. The purpose of this course is to make the student aware of the role played by culture, geography, government, and economics in shaping the environment in which businesses operate internationally. Topics include: forward currency markets, foreign direct investment, negotiation, international distribution, etc. Prerequisite: Senior standing.

**185—Management Information Systems (3)**

Introduction to information science concepts, principles and methodologies required for managing the various information activities and resources of an organization. The course provides the student with the skills necessary to diagnose managerial information requirements, and analyze trends both in the information industry and in the managerial use of information products and service. Prerequisite: Business Administration 86.



**194—Internship (1-3)**

See advisor who is responsible for assignment of internship.

**195—Business Policy (3)**

This course develops skills in problem analysis and decision making in areas of corporate strategy and business policy. It is the integrating course of the undergraduate program and will concentrate on the application of concepts through case studies and decision simulation exercises. Prerequisite: Second semester senior year.

**196—Strategy Simulation (3)**

Students will manage a company in a computer simulated oligopolistic industry. They will compete against companies managed by students from five other schools. Students will write detailed business plans, prepare budgets, and submit annual reports to shareholders while making management decisions for their company for 20 (simulated) quarters. Prerequisite: written consent of instructor after competitive evaluation

**197—Comparative International Management Seminar (3)**

A study of international business practices through conferences with executives and managers in foreign countries. Students will travel abroad and meet with executives in various foreign cities. A comparative approach will be used.

**198—Special Topics (3)**

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

**199—Independent Study (1-3)**

Independent study including library or empirical research and written reports. Prerequisite: Senior standing and consent the instructor.

## **ECONOMICS COURSES (ECON)**

**1—Principles of Economics: Macro (3)**

The study of the operation of the American economy in an international setting examining the interaction of households, business firms, government and the rest-of-the-world in resource, product and financial markets. Topics include national income accounting and analysis, business fluctuations, inflation, unemployment and monetary and fiscal policy.

**2—Principles of Economics: Micro (3)**

An introduction to consumer behavior and the theory of the firm. Topics include the demand behavior of households, the supply behavior of business firms, and an introduction to market structure. Prerequisite: Economics 1

**51—Macroeconomics (3)**

Examines the causes of fluctuations in important national economic variables, such as aggregate output, interest rates, the rate of inflation, the rate of unemployment, and exchange rates. Investigates the feasibility of stabilizing the economy through the use of fiscal and monetary policy. Prerequisite: Economics 2.

**52—Microeconomics (3)**

The economic theory of demand, production, product and input markets, welfare, and general equilibrium. Applications of price theory including its use in evaluating and forming public policy. Prerequisite: Economics 2.

**102—Public Finance (3)**

An introduction to public sector economics concentrating on the revenues and expenditures of federal, state and local governments. Topics include public goods, externalities, voting theory, cost benefit analysis and the study of taxation and government transfer programs. Prerequisite: Economics 2.

**110—Money and Banking (3)**

A study of the structure, regulation and performance of the banking industry in the United States focusing on the strategy and procedures of the Federal Reserve System. Examines the problems encountered by the Federal Reserve System in trying to achieve its goals. Prerequisite: Economics 2.

**122—Labor Economics (3)**

An analysis of the operation of labor markets focusing on the market system for wage determination. Topics include the supply and demand for labor, wage determination under various market structures, human capital formation, discrimination in labor markets, collective bargaining and the structure of pay, unemployment and wage inflation. Prerequisite: Economics 2.

**123—Economic Development and Growth (3)**

An analysis of the determinants of economic development and growth in Third World countries, along with associated problems and policies. Topics include theories and policies concerning population, income distribution, education, capital formation, finance, agriculture, industry, trade and economic planning. Prerequisite: Economics 2.

**124—Industrial Organization (3)**

Examines the role of different industrial structures in the performance of industrial markets, including the influence of different structures on major competitive forces in the market: entry, threat of substitution, bargaining power of buyers, bargaining power of suppliers and rivalry among current competitors. Develops competitive strategies in various industrial environments. Prerequisite: Economics 2.



**133—International Economics (3)**

The theory, practice, and institutions of the international economy. Topics include international trade and investment, the European Economic Community, balance of payments, foreign exchange rate determination, multinational enterprises, trade with developing countries, and international economic policy. Prerequisite: Economics 2.

**140—History of Economic Thought (3)**

Development of economic doctrines: theories of mercantilism, physiocracy, classicism, Marxisms, the Keynesian revolution, monetarism, and supply side theories. Prerequisite: Economics 2.

**142—Comparative Economics Systems (3)**

Critical exposition of fundamental economic concepts and theories of capitalism, communism, socialism, and fascism. Prerequisite: Economics 2.

**170—Applied Econometrics (3)**

The study of the construction and estimation of econometric models and econometric research. This is a project oriented course designed to integrate economic theory with econometric analysis. Prerequisites: Economics 51, 52 and Business Administration 16.

**171—Business Cycles and Forecasting (3)**

Examines the business cycle and techniques for forecasting fluctuations. The emphasis of the course is to gain hands-on exposure to specific business forecasting techniques and learn to apply them to limit the range of uncertainty in management decision making. Specific techniques covered include lead-lag, exponential smoothing, econometric and arima (Box-Jenkins) time series analysis. Prerequisites: Economics 2 and Business Administration 16.

**173—Managerial Economics (3)**

The application of analytical techniques and economic principles to analyze typical problems encountered by managers. Topics include risk analysis, demand analysis, sales forecasting, production analysis, cost estimation, pricing decisions and capital budgeting. Prerequisites: Economics 2 and Business Administration 16.

**180—Advanced Economic Theory (3)**

An introduction to mathematical techniques used to analyze economic problems to gain a deeper understanding of economic decision making through the use of mathematical models. Topics include comparative statics, optimization problems, dynamics, and mathematical programming. Mathematical techniques covered include matrix algebra, differential and integral calculus, differential equations and difference equations. Prerequisites: Economics 2 and Mathematics 14 or 50.

**194—Internship (1-3)**

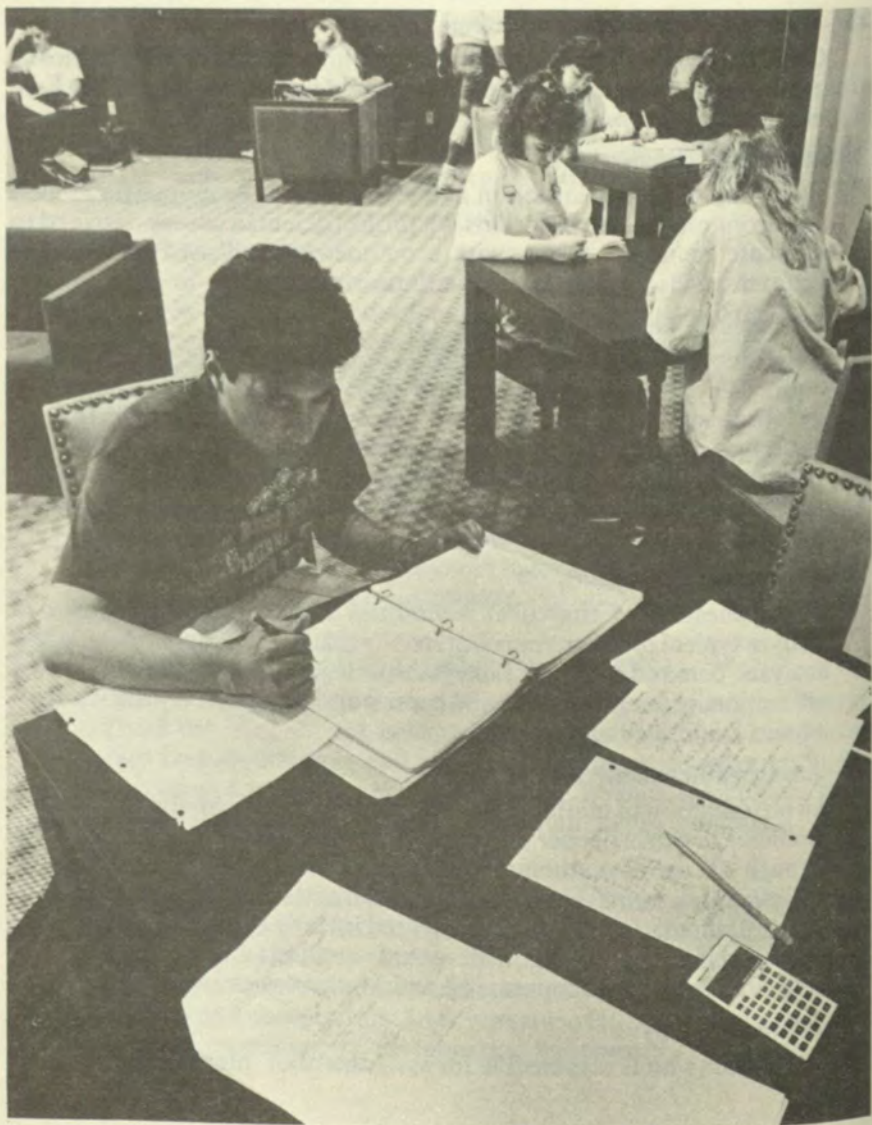
See advisor who is responsible for assignment of internship.

**198—Special Topics (3)**

Topics of current interest in economics. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Economics 2 and consent of instructor.

**199—Independent Study (1-3)**

Study of economic theory and public policy through selective readings and research. Prerequisite: Economics or Business Economics major, senior standing, and consent of instructor.





## SCHOOL OF EDUCATION

Edward F. DeRoche, Ph.D., *Dean*

Robert L. Infantino, Ed.D., *Director of Teacher and Special Education*

Joseph C. Rost, Ph.D., *Director of Leadership and Administration*

Susan M. Zgliczynski, Ph.D., *Director of Counseling*

Jerome J. Ammer, Ph.D.

Donna Barnes, Ph.D.

William P. Foster, Ed.D.

Johanna Hunsaker, Ph.D.

Edward Kujawa, Jr., Ph.D.

Patricia A. Lowry, Ph.D.

Jack R. Morrison, Ph.D.

Robert E. Nelson, Ed.D.

Jan Writer, Ph.D.

### Adjunct Faculty

Barbara Burke, M.A.

Wallace F. Cohen, Ph.D.

M. Clarene Saarni, M.A., M.Ed.

Linda Scales, M.A.

The School of Education is a professional school whose purpose is to train teachers, counselors, administrators and others to meet the needs of current and future educational organizations and agencies.

The School of Education offers a teaching minor program, credential programs, and degree programs in various professional areas including elementary, secondary, and special education.

The School of Education programs are designed to meet the credential requirements of the State of California and to provide students a sequential program that includes field and laboratory experiences and class sizes which facilitate personal attention and instructor accessibility.

In addition, the School of Education offers undergraduates the opportunity to enroll in a Leadership Minor, Leadership Minor: Youth Leadership, Physical Education Minor and several special courses designed to meet the needs and interest of all undergraduates.

At the graduate level, the School of Education offers a Master of Arts (M.A.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), and the Doctorate in Education (Ed.D.).

The School of Education offers credential and placement services for its students. The Credential and Placement office is housed in the School of Education building.

All School of Education Graduate Programs are applicable to the fifth year requirement for the Clear Basic Teaching Credential.

### DATES/DEADLINES

It is the student's responsibility to meet the deadlines published in this catalog.

## **DIVISION OF TEACHER AND SPECIAL EDUCATION**

### **Admission to the Program**

Undergraduate students interested in a teaching career must complete an application form in the School of Education. An interview and a counseling session with the Director or a member of the faculty should be arranged as early as possible in the freshman or sophomore year to assure that all requirements can be completed on schedule within the baccalaureate program. Formal admission to the program is not granted until the student has attained second semester sophomore status. A cumulative grade point average of at least 2.5 is required on entry and continuously throughout the credential program.

The California Basic Educational Skills Test (CBEST) is required for diagnostic purposes prior to admission to the credential program. Undergraduate students should take this test in their sophomore year and submit the scores with their application. The CBEST is offered several times throughout the year in various locations. The test must be passed prior to the awarding of a credential and/or prior to obtaining a teaching position in the public schools in California.

The professional education coursework should be integrated with multiple subject or single subject courses beginning in the junior year. A full semester of full-day student teaching is required, and is usually done after all course work has been completed.

### **CREDENTIALS**

Two programs are offered to prepare teacher candidates: the Multiple Subject Credential and the Single Subject Credential. All teaching credentials under the Teacher Preparation and Licensing Law of 1970 (Ryan Act) are issued twelfth grade and below. The Multiple Subject Credential is the appropriate credential for self-contained classrooms, e.g., in elementary schools or in continuation high schools.

The Single Subject Credential is the appropriate credential for subject matter classrooms, e.g., in junior or senior high schools or in certain elementary schools.

### **BILINGUAL EMPHASIS**

Undergraduate students may elect to enroll concurrently in the bilingual emphasis (Spanish) credential program and the multiple subject credential. Oral and written fluency in the Spanish language is expected before the student receives a credential recommendation. Advisors in the School of Education and in the Department of Foreign Languages and Literatures should be consulted as soon as possible in the freshman or sophomore year to plan an appropriate program. The Foreign Service Institute (FSI) Spanish test is required for entry and exit in the Bilingual Emphasis program.

Students who complete this program are able to teach in both English speaking elementary classrooms and bilingual Spanish/English elementary classrooms. Employment opportunities are enhanced when a student has more than one credential area.

Students may enter either of these credential programs as an undergraduate and complete the approved program as part of a baccalaureate degree.



## ADDITIONAL INFORMATION

Students who already possess a B.A. or B.S. degree from an accredited college or university have two options in pursuing the Multiple Subject or Single Subject credential:

- (a) They may petition the University to accept their previous degree program as equivalent to the University's own approved program;
- (b) They may take the appropriate National Teachers' Examination to demonstrate subject matter competency.

In addition to the above, they must complete successfully the 24 units of the required professional preparation program for the preliminary credential.

The Commission on Teacher Credentialing (CTC) and the Legislature of the State of California make frequent changes in the requirements for teaching credentials. The University will attempt to inform candidates of these changes but cannot guarantee that every requirement is reflected in this bulletin.

## PRELIMINARY CREDENTIAL

To obtain a preliminary credential, a student must:

1. Meet the academic and professional requirements described in this bulletin.
  2. Undergo a fingerprint check by the State Department of Justice and the Federal Bureau of Investigation.
  3. Pass the CBEST examination.
  4. Complete course or examination on the principles of the U.S. Constitution.
  5. Complete all credential application papers and pay the proper fees.
- Information on credentials and placement services can be obtained in the School of Education's Credential and Placement Office.

## THE CLEAR CREDENTIAL

At the end of the four year program as described, a student will qualify for a Preliminary Multiple Subject or Single Subject Credential, valid for five years. A student must complete an approved fifth year program in an institution of higher education. Completion of the fifth year program will provide a CLEAR Multiple Subject or Single Subject Credential, renewable every five years. To qualify for a Clear Multiple or Single Subject credential, the applicant **MUST** have completed (a) a course in Health Education covering the material prescribed by the Commission on Teacher Credentialing and (b) a course in Special Education covering the material prescribed by the Commission on Teacher Credentialing. The Health Education requirement and the Special Education requirement may be met either as part of the baccalaureate program or as part of the required fifth year of study. Health Science 160 fulfills the Health Education requirement; Special Education 190/290 with field observations or Special Education 190/290 and 196A/396A fulfills the Special Education requirement.

Recently enacted legislation requires that candidates holding a clear teaching credential receive 150 clock hours of planned professional growth every five years in order to renew the clear credential. Please see advisors for information on this requirement as well as any additional requirements passed subsequent to the printing of this bulletin.

## THE BACCALAUREATE DEGREE (B.A.) AND THE MULTIPLE SUBJECTS CREDENTIAL PROGRAM

The program for the Diversified Liberal Arts major consists of 84 units of coursework. Additional general educational coursework in religious studies and foreign language is usually necessary. Students should plan their program carefully with their preceptor and with a School of Education advisor to ensure that all coursework and fieldwork requirements are met in proper sequences. Note: This major is open *only* to those students intending to pursue a multiple subjects teaching credential.

### Mathematics and Science

Mathematics (9 units)

Required - Math 11, 91, 101.

Life Science (6 units)

Recommended - Biology 1, 2, 3, 4, 11, 15.

Physical Science (6 units)

Recommended - Chemistry 1, 2; Physics 1; Environmental Studies 1, 5; Computer Science 16.

### Social Science

History (6 units)

Recommended - History 11, 12, 17, 18, 21, 22, 160, 161, 188, 189.

American Government/U.S. Constitution (3 units)

Required - Political Science 15 or History 17.

Psychology (6 units)

Required - Psychology 1.

Required three units upper division - Psychology 111, 112, 146, 152.

Sociology (3 units)

Recommended - Sociology 1, 120, 145, 150.

Anthropology or Economics (3 units)

Recommended - Anthropology 20, 80, 102, 122, 150, 176;  
Economics 1.

### English and Speech

English Lower Division (9 units)

Required - English 21, 22.

Recommended - English 23, 25, 28, 29.

English Upper Division (9 units)

Required - English 175, 190.

Recommended - English 116, 117, 148, 155, 156, 157, 162, 168, 169.

Speech (3 units)

Recommended - Communication Studies 1, 3, 4, 193.

### Humanities

Religious Studies (3 units)

Recommended - Religious Studies 10, 11, 14, 16, 17, 18 (up to 6 additional units may be required to fulfill the University's general education plan including one upper division course.)

Philosophy (9 units)

Area A - Logic - Required - Philosophy 1 or 100.

Area B - Ethics - Recommended - Philosophy 130, 134, 135.

Area C - Elective - Recommended - Philosophy 10, 11, 180, 181, 182.



**Foreign Language (3 units)**

Courses in any foreign language are acceptable to meet this requirement (up to 6 additional units may be required to fulfill the University's general education plan.)

**Music (3 units)**

Recommended - Music 45.

**Art (3 units)**

Recommended - Art 150.

The professional preparation program for the Multiple Subject Credential consists of:

(a)	Ed. 130 or 230* — Philosophical & Cultural Foundations	3 units
(b)	Ed. 131 or 231* — Psychological Foundations	3 units
(c)	Ed. 132 or 232* — Curriculum & Methods of Teaching	3 units
(d)	Ed. 134 or 234* — Methods of Teaching Reading	3 units
(e)	Ed. 331 — Student Teaching (Multiple Subjects)	12 units
Total professional preparation		24 units

### **THE BACCALAUREATE DEGREE (B.A.) AND THE SINGLE SUBJECTS CREDENTIAL PROGRAM**

Candidates for this credential must meet the requirements of the specific Commission approved program within their major department and include a course on the principles of the U.S. Constitution if not previously taken. Political Science 15 or History 17 at USD fulfills this requirement. The professional preparation sequence for the Single Subject Credential consists of:

(a)	Ed. 130 or 230* — Philosophy & Cultural Foundations	3 units
(b)	Ed. 131 or 231* — Psychological Foundations	3 units
(c)	Ed. 132 or 232* — Curriculum & Methods of Teaching	3 units
(d)	Ed. 134 or 234* — Methods of Teaching Reading**	3 units
(e)	Ed. 332 — Student Teaching (Single Subjects)	12 units
Total professional preparation		24 units

### **NON-DEGREE CREDENTIAL PROGRAM — SENIORS AND GRADUATE STUDENTS**

Teacher candidates who have not completed the USD approved program for the Multiple or Single Subject Credential must:

1. Make written application for admission to the Teacher Education Program, arrange for a personal interview and take CBEST.
2. *Either* petition the University to accept their previous program as equivalent to the University's own approved program; *or* take the appropriate National Teachers' Examination in lieu of the approved USD program. These examinations are given periodically throughout the State of California. A fee is charged by the Educational Testing Service for the examination and by the Commission on Teacher Credentialing when applying for the credential. Candidates may

\* Post baccalaureate students enroll in Ed. 230, 231, 232, 234.

\*\* Ed. 134 or 234, Methods of Teaching Reading, is not required for Single Subject Credentials in industrial arts, physical education, music, art or home economics.

repeat the examination if necessary but must pay an additional fee each time the examination is taken. Some students may be required to pass the CLEP English examination with Essay in addition to the NTE.

3. Complete the 12 units of professional coursework and 12 units of student teaching under the supervision of the School of Education of the University of San Diego.
4. Prior to student teaching students must apply for a Certificate of Clearance from CTC. This certificate involves a computer check of fingerprints for possible disqualifying conditions. Students who have been convicted of any offense should discuss this with the Director upon applying for the program.

### **SPECIAL EDUCATION PROGRAM**

This program is a multiple entry program. This allows both undergraduate students and graduate students, with a variety of academic backgrounds, to pursue an appropriate credential and/or graduate degree.

The programs include a generic preparation in the education of all exceptional children. In addition, the student has the option of selecting one of three advanced specialization areas. These areas are (a) Severely Handicapped, which includes the severely mentally retarded, the severely emotionally disturbed, the multiple handicapped, and the autistic child; (b) Learning Handicapped, which includes the educationally retarded, the learning disabled, and the mildly emotionally disturbed child; and (c) Physically Handicapped, with emphasis on orthopedically handicapped and other health impaired children.

While there is no specific program in gifted education, the division does offer courses in this area.

The requirements of each program may vary for individual students based on their academic and experiential backgrounds. The candidate and advisor make the final decisions on the program requirements.

In order to obtain a State of California teaching credential all students in Special Education must also qualify for a basic teaching credential. At the undergraduate level, students seeking a program in Special Education should enroll concurrently in the Multiple Subject credential program with the Diversified Liberal Arts major. Through cooperative planning, a combined program is available to such students. Each candidate for this combined program should be advised by faculty from both programs prior to each registration. A separate application for admission to each program must be filed by the student. Completion of the combined program requires a minimum of five years.

### **UNDERGRADUATE SPECIAL EDUCATION MINOR**

Students wishing to complete an undergraduate minor of 18 units in Special Education may do so either as part of the combined Multiple Subject/Special Education credential program or simply as a minor in addition to a major. Subject to modification and dependent upon the candidate's preparation, the suggested course option for the minor is as follows:



	Course	Year
EDSP 190	Psychology of Exceptional Children (3)	Sophomore
EDSP 196A	Field Experience with Exceptional Children — Generic (3)	Sophomore
EDSP 191	Psychology of the Mentally Retarded (3)	Junior
EDSP 193	Processes in Human Communication (3)	Junior
EDSP 195	Learning Disabilities in Education (3)	Senior
EDSP 192	Psychology of the Emotionally Disturbed (3)	Senior
EDSP 196 B	Field Experience with Exceptional Children — Advanced Specialization (3)	Senior

The Health Education, Special Education, and Computer requirements may be met either as part of the baccalaureate program or as part of the required fifth year of study. Health Science 160 fulfills requirement a; Special Education 190/290 with observations for Special Education 190/290 and 196A/396A meet requirement b; Education 113/213 meets the computer requirement.

## NON-DEGREE CREDENTIAL PROGRAMS

The Commission on Teacher Credentialing of the State of California awards the Specialist Credential in Special Education which permits the holder to teach in public schools grade 12 and below. The University of San Diego's program in Special Education is approved for the Specialist Credential in Special Education in the areas of Learning Handicapped, Physically Handicapped and the Severely Handicapped. Programs are also available which incorporate the Standard Multiple Subject Teaching Credential with the Specialist Credential offering the student the opportunity to pursue both credentials concurrently:

1. **Specialist Credential Program in Special Education — Advanced Specialization: Severely Handicapped**
2. **Specialist Credential in Special Education — Advanced Specialization: Learning Handicapped**
3. **Specialist Credential Program in Special Education— Advanced Specialization: Physically Handicapped.**

These Programs are open to qualified students who have already obtained a bachelor's degree and who already hold a basic teaching credential in the state of California.

4. **Combined Multiple Subject Credential with Specialist Credential in Special Education — Advanced Specialization: Severely Handicapped. A Five-Year Program.**
5. **Combined Multiple Subject Credential with Specialist Credential in Special Education — Advanced Specialization: Learning Handicapped. A Five-Year Program.**

This program is open to qualified graduate and undergraduate students who wish to obtain a Multiple Subject Credential in Special Education. The requirements are a combination of professional

courses together with selected experiences in educational settings serving both regular and special children. The aim is to develop the competencies necessary to teach such children. The program is subject to approval of divisions involved.

### **FIVE-YEAR GRADUATE DEGREE/CREDENTIAL PROGRAMS**

The School of Education offers several programs leading to the Master of Education degree with the Specialist Credential in Special Education including two five-year programs in which undergraduate students may enroll.

1. **Master of Education in Special Education with Combined Multiple Subject Credential with Specialist Credential in Special Education — Advanced Specialization: Severely Handicapped. A Five-Year Program.**

A program open to qualified undergraduate students who wish to obtain a Multiple Subject and a Specialist Credential in Special Education in the area of the Severely Handicapped. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and severely handicapped children. The aim is to develop the competencies necessary to teach such children and to obtain a graduate degree.

2. **Master of Education in Special Education with Combined Multiple Subject Credential with Specialist Credential in Special Education — Advanced Specialization: Learning Handicapped. A Five-Year Program.**

A program open to qualified undergraduate students who wish to obtain a Multiple Subject and an Advanced Specialist Credential in Special Education with a graduate degree. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and learning handicapped children. The aim is to develop the competencies necessary to teach such children.

### **LEADERSHIP MINOR**

This minor offers undergraduate students the opportunity to learn about and develop leadership in order to put it to work in their personal and professional lives. Studies include an understanding of how organizations operate; how change occurs in people's lives, in the organizations to which they belong, and in society in general; and the nature and purpose of leadership in transforming people, organizations, and society. Leadership minor students also learn how leaders use group dynamics and politics to achieve their purposes, and they study the ethical dimensions of leadership. Most important, students develop an articulate philosophy of leadership that will guide them in future careers and throughout life.

Practical experience is designed to provide students the opportunity to develop their leadership abilities by putting what they have learned into practice. This may be done on campus by taking on leadership positions or in the community if students are able to work in an organization in which they can exert leadership.



Students enrolled in this 18-unit minor must complete the following 12-unit core in the School of Education:

- EDAD 060 — Leadership in Organizations (3)
- EDAD 150 — Leadership in Groups (3)
- EDAD 151 — Leadership Seminar (3)
- EDAD 352 — Leadership Development: Practical Experience (3)

Students must also complete any six units of electives from the following list of courses:

- Anthropology 176 — Changing Peoples and Changing Cultures (3)
- Business 102 — Human Behavior in Organizations (3)
- Business 103 — Interpersonal Relations (3)
- Environmental Studies 3 — The Human Environment (3)
- Philosophy 130 — Ethics (3)
- Philosophy 155 — Philosophy of Values (3)
- Political Science 107 — Urban Politics (3)
- Political Science 110 — Comparative Political Ideology (3)
- Psychology 146 — Human Relations (3)
- Religious Studies 140 — Christian Social Ethics (3)
- Sociology 161 — Social Change (3)

Certain courses may have prerequisites. Check this Bulletin. Students interested in the Leadership Minor should contact the Division of Leadership and Administration, School of Education.

### **LEADERSHIP MINOR: YOUTH LEADERSHIP**

This minor offers undergraduate students the opportunity to extend their leadership minor to the specific area of youth agency administration and at the same time to earn the American Humanics certificate. It is a 21 unit minor, and all the following courses are required to obtain this minor.

- EDUC 055—Volunteerism in Youth Agency Organizations (3)
- EDUC 060—Leadership in Organizations (3)
- EDUC 150—Leadership in Groups (3)
- EDUC 151—Leadership Seminar (3)
- EDUC 155—Leadership in Youth Agency Organizations (3)
- EDUC 352—Leadership Development: Practical Experience I (3)
- EDUC 353—Leadership Development: Practical Experience II (3)

### **PHYSICAL EDUCATION MINOR**

This is a 21-unit minor for undergraduates who have an interest in health, physical education, and recreation. The purpose and value of this minor is the development of knowledge, skills, and attitudes that lead to a lasting interest in and respect for physical and recreational activities. A student does not necessarily have to be interested in teaching to complete this minor.

- Biology 15 — Physiology of Exercise (4)
- P.E. 21 — Principles and Practices in Recreation  
and Physical Education (2)
- P.E. 24 — Officiating: Principles and Practices (2)
- or P.E. 25 — Sports Supervision and Team Management (2)
- P.E. 128 — Prevention and Care in Accidents and Injuries (3)

- P.E. 129 — Principles and Practices of Coaching (2)  
 Ed. 131 — Psychological Foundations of Education (3)  
     Prerequisite: Psychology 1  
 Ed. 132 — Curriculum and Methods of Teaching (3)  
 Ed. 160 — Health and Education (2)  
 Soc 188 — Sociology of Sport (3) is recommended

Undergraduates not interested in a P.E. minor but interested in specific courses may take any of the above P.E. courses and apply the credits toward electives for graduation.

### **SPECIAL COURSES**

Each semester the School of Education offers special courses for undergraduates interested in developing or improving personal and learning skills. Among the courses listed, to date, are: Education 15 Learning Development (2 credits), Education 20 Reading Development (2 credits), Education 30 Stress Management (2 credits), Education 31 Career Life Planning (2 credits), Education 120 Successful Parenting and and Volunteerism: Skills Training in Child and Adolescent Development (3 credits).

Other courses will be listed in the fall and spring class schedules. A student may apply no more than twelve units of special subjects and educational recreation courses toward graduation requirements.

### **EDUCATIONAL RECREATION COURSES (ER 1-4)**

The School of Education also offers a variety of educational recreation classes to both men and women students.

One-half unit of credit per semester is available to students for participating in recreation classes. In addition, students who participate in intercollegiate athletics may earn one unit of credit per semester. A total of four recreation units is applicable towards graduation requirements.

No more than two recreation courses may be taken in a single semester. Recreation courses may be repeated but only one unit is applicable towards graduation.

**ONLY 12 UNITS OF SPECIAL SUBJECTS AND RECREATION COURSES COMBINED ARE APPLICABLE TOWARD GRADUATION.**

#### **1-4—Physical Recreation (one-half unit each semester)**

Specific intramural sports, physical education classes and recreational activities are announced in the class schedule each semester. May be repeated. (Every semester.)

#### **5—Intercollegiate Competition in Baseball (1)**

Participation in athletic competition. May be repeated. (Spring.)

#### **10—Intercollegiate Competition in Basketball (1)**

Participation in athletic competition. May be repeated. (Fall or Spring.)

#### **15—Intercollegiate Competition in Golf (1)**

Participation in athletic competition. May be repeated. (Spring.)

#### **20—Intercollegiate Competition in Tennis (1)**

Participation in athletic competition. May be repeated. (Spring.)



**25—Intercollegiate Competition in Volleyball (1)**

Participation in athletic competition. May be repeated. (Fall.)

**30—Intercollegiate Competition in Swimming (1)**

Participation in athletic competition. May be repeated. (Spring.)

**35—Intercollegiate Competition in Football (1) (Fall.)****40—Intercollegiate Competition in Crew (1)**

Participation in athletic competition. May be repeated. (Spring.)

**45—Intercollegiate Competition in Softball (1)**

Participation in athletic competition. May be repeated. (Spring.)

## UNDERGRADUATE COURSES

**EDUC 15—Learning Development (2)**

A structured group experience designed to help students increase their knowledge of learning theory and how this applies to the development of effective learning skills. Sessions will deal with time management, place of study, handling distractions, concentration, preparation for tests, test anxiety, and general study techniques. Cannot be repeated for credit.

**EDUC 20—Reading Development (2)**

This course is designed for the student who desires to become an efficient reader and develop skills for comprehension. Flexibility in reading will be emphasized. Topics studied will include reading techniques for maximum comprehension, skimming and scanning, speed reading, the critical approach in reading and many more techniques for special situations. Cannot be repeated for credit.

**EDUC 30—Stress Management (2)**

This course will help students, through group and individual instruction, achieve a more positive learning and living experience within the academic environment. Techniques include how to handle stress, relaxation methods, problem solving, etc. Cannot be repeated for credit.

**EDUC 31—Career Life Planning (2)**

This course is designed to help students explore and decide career choices. Techniques for estimating personal and social skills, for examining values and attitudes, and selling one's self to an employer will be provided. Cannot be repeated for credit.

**EDUC 55—Volunteerism in Youth Agency Organizations (3)**

Students taking this course gain an introduction to the various facets of youth and human service agencies at the national, state, and local levels. Students study the tenets of volunteerism, discover the historical roots of volunteerism in American society, and develop an understanding of the administrative structures of youth agency organizations. Students also gain an appreciation for the role of leaders in volunteer organizations.

**EDUC 60—Leadership in Organizations (3)**

This course balances the examination of theories and concepts in leadership and organizational behavior with the practical areas that relate directly to the problems experienced in organizations. Following an initial consideration of the philosophical, psychological and sociological aspects of leadership, specific skill areas covered will include motivating other people, time management, communication skills, assessment and goal setting, team building, and changing leadership styles.

**EDUC 113—Computer Use in the Professions (3)**

An introductory course which demonstrates the use of computer technology in a variety of personal and professional applications. Topics include selection, operation, and evaluation of computer hardware and software; curriculum planning for computer literacy; computer-assisted instruction; word processing; information-retrieval and networking; and careers in computing. Programming in BASIC, LOGO and authoring languages is presented. Projects are related to a student's career field. Course emphasis is on microcomputer applications.

**EDUC 120—Successful Parenting and Volunteerism: Skills Training in Child and Adolescent Development (3)**

This course will provide students with practical strategies useful in working with children and adolescents in the home, in educational settings, and in youth organizations. Students will learn skills for enhancing development, improving family interactions, communicating effectively with young people, problem solving and decision-making with different age groups, changing inappropriate behavior, mentoring, and building self-esteem and reducing stress in children and adolescents. Prerequisite: Psychology 01 or equivalent.

**EDUC 130—Philosophical and Cultural Foundations of Education (3)**

An overview of the historical, philosophical, and sociological foundations of education in the United States, with emphasis on current concerns and issues. Twelve one-hour observations in local schools are required. Prerequisite: Formal admission to credential program or consent of Director.



**EDUC 131—Psychological Foundations of Education (3)**

The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. For credential candidates, this course includes observation of children or adolescents in school settings in 12 one-hour sessions. Suburban and city schools are visited. Prerequisite: Psychology 1 and prior *formal* admission to credential program or consent of Director.

**EDUC 132—Curriculum and Methods of Teaching (3)**

A general curriculum and methods course emphasizing teaching techniques, writing of behavioral objectives, lesson planning, evaluation, classroom management, and subject matter applications. A ten week practicum is required — six hours per week. Grade level and site are appropriate to the student's credential program. Prerequisites: Prior or concurrent enrollment in Ed. 130 and 131, and *formal* admission to the credential program or consent of Director.

**EDUC 134—Methods of Teaching Reading (3)**

Techniques in the teaching of reading, including phonics, are studied and applied to both elementary and secondary classrooms. A ten week practicum is required — six hours per week. Grade level and site are appropriate to the student's credential and must involve the teaching of reading. Prerequisites: Prior or concurrent enrollment in Ed. 130 and 131, and *formal* admission to credential program or consent of Director. This course meets the CTC reading requirement for all basic teaching credentials.

**EDUC 140W—Teaching Writing Across the Curriculum (3)**

This course will include teacher presenters who will discuss and share excellent practices for improved student writing. The course is designed to explain how the six steps in the writing process can be implemented in every classroom across the curriculum, K-12. Topics will include: journal/learning logs, clustering and mapping, the reading/writing connection, and designing a writing curriculum.

**EDUC 141—Psychological and Sociological Influences of Ethnicity and Culture in Education (3)**

A contemporary study of varied factors affecting the learner and the learning process of students from diverse cultural backgrounds. Development of background, procedures, and techniques for educators.

**EDUC 142—Psychology and Methods for Teachers of Children from Spanish-Speaking Backgrounds (3)**

Development of understandings and teaching strategies appropriate and effective for use with youngsters from Spanish-speaking backgrounds.

**EDUC 144—Bilingual/Cross-Cultural Approaches to Classroom Teaching (3)**

A course in bilingual/cross-cultural methods utilizing Spanish and English languages and linguistics to prepare bilingual elementary and secondary school teachers.

**EDUC 145—English as a Second Language (ESL) (3)**

This class is designed to provide background and methodology for classroom teachers (K-12) in ESL strategies. A field practicum assignment, field observations, and demonstrations in ESL teaching are part of the course. Attention is given to such areas as special ESL lessons in various subject areas, language assessment instruments, evaluation systems in ESL, varying methods of teaching second languages, using ESL materials, adapting standard materials to fit needs of ESL students, and working with an ESL curriculum matrix. The course meets the requirement for the Bilingual Specialist Credential.

**EDAD 150—Leadership in Groups (3)**

This course introduces the student to learning theories of group process and then develops effective skills of leading and influencing groups. After some theoretical understanding of the way groups work and after sensitizing the students to the personal and emotional dynamics of group processes, the course will deal with power and influence relationships, negotiating agreement, problem solving and intervention strategies, and group development. The course concepts will be integrated with skill building exercises in simulated situations.

**EDUC 151—Leadership Seminar (3)**

This capstone course will allow students to integrate what they have learned throughout the leadership sequence of courses. In seminar fashion, the students will research and discuss among themselves and with community leaders various issues facing leaders both now and in the future. Each student will develop a personal philosophy of leadership to which he/she is committed. Case analysis will give the students an opportunity to build policy making and change agent skills. Prerequisite: EDUC 60, 150.

**EDUC 155—Leadership of Youth Agency Organizations (3)**

This course examines how youth agencies are governed and the crucial role that leaders play in transforming society by leading and administering youth agencies. Youth agency administrators need insight into such administrative tasks as budget planning and evaluation, fundraising, program development and assessment, advisory board relationships, staffing, use of volunteers, and human and physical resource management. More important, however, is the leadership development of youth agency administrators. Thus, students will learn strategies of putting vision to work in volunteer organizations; they will gain an understanding of power resources and networking, influence and persuasion skills, and how leaders collaborate with followers to satisfy mutual wants and needs.



**EDUC 160—Health Education (2) (Health Science 160)**

The nature and scope of health, principles of health education (teaching learning, growth and development, needs, motivation, maturation, etc.), physical health (foods, nutrition, sensory, disease, prevention, etc.), and sociological health (public, community, consumer, family, drugs, policies, substance abuse). This course fulfills the health education requirement of the State of California for the CLEAR Multiple Subject and Single Subject teaching credentials.

**EDUC 178—Philosophy of Education (3) (Philosophy 178)**

A survey of selected writings by some of the foremost thinkers in the philosophy of education. A critical study of the principles of recent educational philosophies as applied to administration, supervision, curriculum, and methodology, and an assessment of their social and educational significance. Prerequisite: junior standing.

**EDSP 190—Psychology of the Exceptional Child (1 or 2)**

Characteristics of and educational provisions for all types of exceptional children, including the mentally and physically handicapped, the emotionally disturbed, the learning handicapped, the sensory impaired, and the gifted, with special consideration of educational and adjustment problems. This course fulfills the California requirement for special education competencies for the clear Multiple Subject, Single Subject or Administrative Services credentials. (Every Semester.)

**EDSP 191—Psychology of the Mentally Retarded (3)**

A course on the identification, diagnosis and evaluation of children with mental retardation. Includes the study of the psychological and educational problems associated with mental retardation, development, and learning characteristics of the retarded and consequent problems in adjustment. (Every semester.)

**EDSP 192—Psychology of the Emotionally Disturbed (3)**

Study of the special factors in the development and learning characteristics of emotionally disturbed and socially maladjusted children, with introduction to problems of counseling, psychotherapy, and effective teaching methods. Prerequisite: Education 131.

**EDSP 193—Processes in Human Communication (3)**

A survey of the communication process (hearing, speech and language) and communication disorders. Includes assessment techniques and classroom intervention strategies for the regular or special education teacher working with speech or language handicapped students. (Every semester.)

### **EDSP 194—Curriculum Development for the Learning Handicapped (3)**

A competency based program including the study of methods of teaching the learning handicapped. This course includes the preparation of IEP's based on assessment information, development of behavioral objectives, identification of appropriate teaching models, preparation of materials, knowledge of management techniques, and demonstration of teaching competencies. Prerequisites: EDSP 190, 191, 195, and/or permission of the instructor.

### **EDSP 195—Learning Disabilities in Education (3)**

A survey course in the identification, diagnosis, evaluation of children with learning disabilities. Educational remediation and management procedures will be included.

### **EDSP 196A—Field Experiences with Exceptional Children — Generic (3)**

Directed observation and participation in programs serving all types of exceptional children and youth. Placements in a variety of educational settings serving such exceptionalities. Fieldwork fee: \$17.

### **EDSP 196B—Field Experiences with Exceptional Children — Advanced Specialization (3)**

Directed observation and participation in programs serving either severely handicapped or learning handicapped children. Prerequisites: EDSP 190, 196A. Fieldwork fee: \$17.

### **EDSP 197—Curriculum for Persons with Severe Handicaps (3)**

The design of comprehensive educational curricula for persons with severe handicaps, including: multiple disabilities, severe/profound mental retardation, serious emotional disorders and autism. Includes strategies for individualized program planning, classroom scheduling, documentation and verification of student performance, the application of varied instructional arrangements, and selection, design and application of appropriate curricular resources and instructional materials. Focus is on functional skills development in domestic, community, educational and recreational leisure domains. Prerequisites: EDSP 190, 191, 195 and/or permission of the instructor.

### **EDUC 198—Field Experience in Education (1)**

Practical experience in a school setting under professional supervision. Students complete a minimum of 40 hours of work related to their field of study. For elective credit only. Does not apply to major or to an education minor.

### **EDUC 199—Independent Study (1-3)**

Open to qualified upper division students who wish to pursue intensive reading, research, or other projects in an area of special professional concern to the individual. Prerequisite: consent of advisor and instructor and approval of the dean.



## PHYSICAL EDUCATION COURSES

- PE 21—Principles and Practices in Recreation and Physical Education (2)**  
A study of the physiological, psychological, and sociological principles of the profession, and the methods for measurement and evaluation in health and physical education programs. Study of the nature, scope, values and principles of physical education and recreation as well as the sociological and psychological influences that affect contemporary Americans' physical education and recreation programs.
- PE 24—Officiating: Principles and Practices (2)**  
The theory and practice of officiating selected sports. Includes field experience in officiating team sports. Students should anticipate a 10-15 hour field experience requirement in addition to classroom study.
- PE 25—Sports Supervision and Team Management (2)**  
This practicum is for students who wish to experience the methods and techniques of supervising recreational activities and organized sports. Students will serve, under supervision, as assistant supervisors for intramural sports or as team managers for intercollegiate sports.
- PE 128—Prevention and Care in Accidents and Injuries (3)**  
Theory and techniques of dealing with health emergencies; prevention, diagnosis, and treatment of athletic and other injuries; emergency procedures and referrals; CPR techniques; use of other aids. Prerequisite: Biology 15.
- PE 129—Principles and Practices of Coaching (2)**  
This course includes the psychological and sociological aspects of coaching procedures basic to coaching; coaching problems, techniques, and situations are emphasized as these relate to individual and team sports.

## FIELD PLACEMENT COURSES

- EDUC 331—Student Teaching for the Multiple Subject Credential (12)**  
Supervised teaching assignments are in selected classrooms of participating school districts. Assignments are full-day for one school district semester. Prerequisite: Admission to the program, completion of Ed. 130, 131, 132, and 134 (or concurrent enrollment) and consent of director of teacher education. The candidate must file a student teaching request form with the School of Education by October 15 for Spring semester and by March 15 for Summer or Fall placements. (Fieldwork fee: \$62.)

### **EDUC 332—Student Teaching for the Single Subject Credential (12)**

Supervised teaching assignments are in selected classrooms of participating school districts. Assignments are full-day for one school district semester. Prerequisite: Admission to the program, completion of Ed. 130, 131, 132, and 134 (or concurrent enrollment) and consent of director of teacher education. The candidate must file a student teaching request form with the School of Education by October 15 for Spring semester and by March 15 for Summer or Fall placements. (Fieldwork fee: \$62.)

### **EDUC 333—Assessment of Instructional Competencies (6)**

Designed for the full-time non-credentialed teacher. Individual arrangements are made with the director of teacher education. Prerequisite: Admission to the program and completion of Ed. 130, 131, 132, and 134 or approved equivalents.

### **EDUC 352—Leadership Development: Practical Experience I (3)**

Students taking this internship type course develop their leadership by serving in a position of influence in the Associated Students or the Student Affairs Office at USD. This experience can also take place in a community agency provided the student has some ability to exert leadership in that agency. Students devote at least 125 hours of leadership in the position under the supervision of a student affairs administrator and a faculty sponsor from the School of Education. Prerequisites: EDUC 60, 150.

### **EDUC 353—Leadership Development: Practical Experience II (3)**

This course is a continuation of EDUC 352.

### **EDSP 390—Student Teaching in Special Education (8)**

Supervised student teaching in settings serving exceptional children and youth. (Minimum of 350 clock hours.) Prerequisite: Admission to the program and consent of credential advisor. The candidate must pre-register with the School of Education by October 15 for Spring and March 15 for Summer or Fall placement in student teaching. Fieldwork fee: \$42.

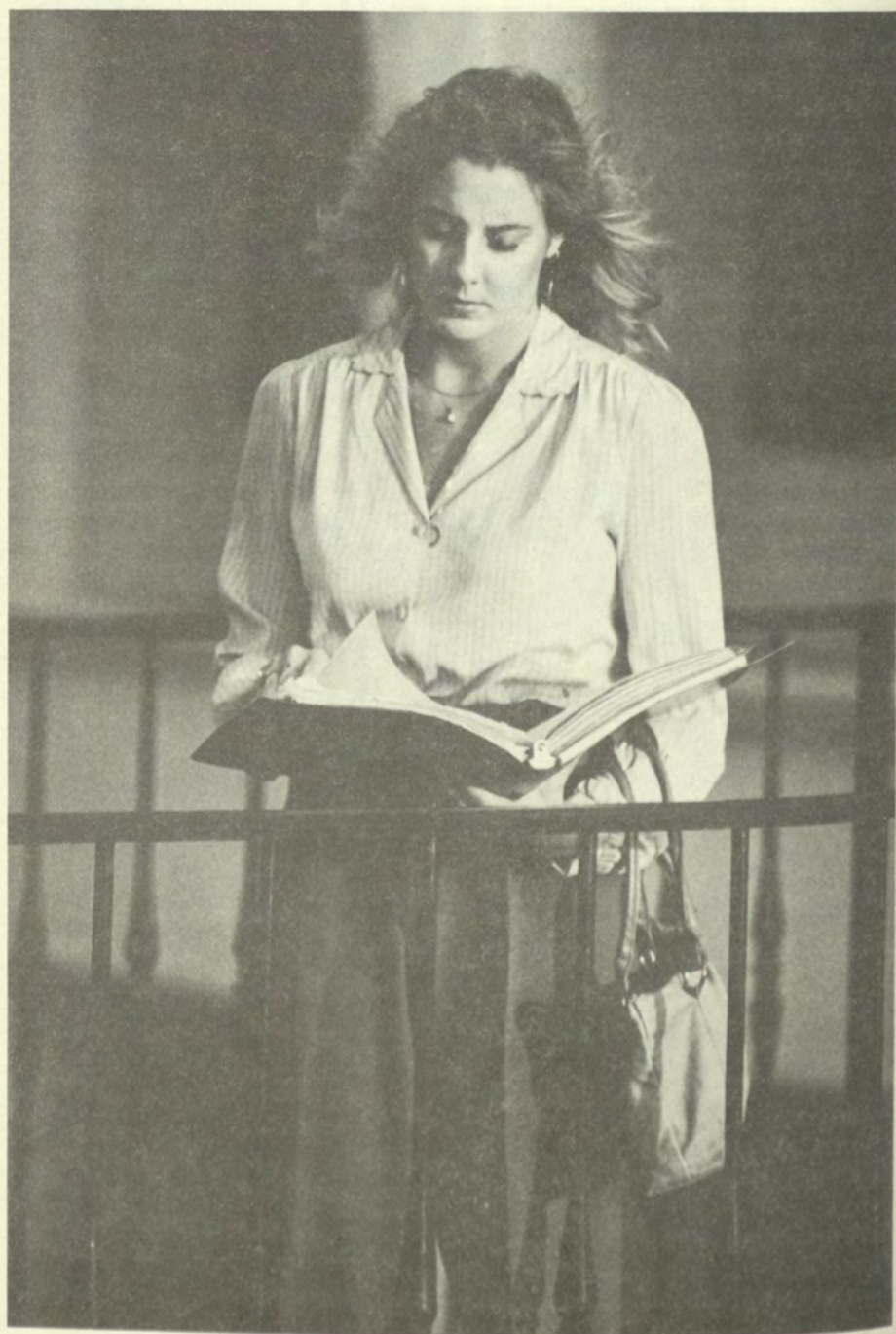
### **EDSP 393—Externship in Special Education (6)**

### **EDSP 396A—Field Experiences with Exceptional Children — Generic (3)**

### **EDSP 396B—Field Experiences with Exceptional Children — Advanced Specialization (3)**









## PHILIP Y. HAHN SCHOOL OF NURSING

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 Mary P. Quayhagen, R.N., Ph.D.  
 Patricia Roth, R.N., Ed.D.

### The School offers Three Programs:

B.S. in Nursing (for Registered Nurses only). Accredited by the National League for Nursing.

M.S. in Nursing (See: *Graduate Bulletin*.) Accredited by the National League for Nursing.

Doctor of Nursing Science (See: *Graduate Bulletin*.)

All courses in the School of Nursing carry Board of Registered Nursing Continuing Education units for R.N. relicensure.

## THE BACHELOR OF SCIENCE IN NURSING PROGRAM

### Overview

The program of the Hahn School of Nursing is planned specifically for the Registered Nurse who desires to obtain a Bachelor of Science Degree in Nursing. The School provides the upper division professional major for graduates of hospital diploma and associate degree programs who have met the specified prerequisite admission requirements. The program is designed to prepare the nurse to accept increased responsibility within the health care system and to assume leadership within the nursing profession.

A graduate of the program will be equipped for beginning practice, will have a foundation for graduate education in nursing and be eligible for certification as a public health nurse in the state of California.

### Program Objectives

Upon completion of the program, the graduate will be prepared to:

- 1) Use a nursing conceptual model as a basis for nursing practice.
- 2) Apply theoretical and empirical knowledge derived from the physical and behavioral sciences and the humanities to the theory and practice of nursing.
- 3) Use the nursing process for meeting the diverse health care needs of individuals, families and communities.
- 4) Design nursing roles to meet the changing health needs of communities.
- 5) Collaborate with consumers and colleagues in the delivery of health care.

- 6) Use current research findings in promoting the health and welfare of people.
- 7) Assume responsibility and accountability for professional nursing practice.
- 8) Demonstrate leadership ability in identifying and effecting needed change in specific health care delivery systems.

### Admission Requirements

1. Current licensure as a Registered Nurse in California and proof of professional liability insurance (Evidence of current coverage necessary before registration each semester.)
2. Personal Interview with Office of Admissions
3. Completion of University Application for Admission, including fee
4. Three letters of reference from persons who know the applicant professionally
5. Minimum of one year experience as a Registered Nurse in clinical nursing
6. NURSING PREREQUISITES — these courses can be met by transfer credit or challenge exam.

- A. Prior to admission to the first nursing course, the applicant is required to have completed with a grade of "C" or better, a semester course or the equivalent in the following subjects:

English Composition	3 units
Physiology	4 units*
Microbiology	4 units*
General or Organic Chemistry	4 units**
Statistics, Elementary	3 units
Sociology, Introduction to	3 units
Anthropology, Cultural or Social	3 units
Psychology, Introduction to	3 units
Psychology of Growth and Development	3 units

- B. ACT-PEP Examinations in Nursing for applicants from Diploma Programs.

Fundamentals of Nursing	6 credits
Maternal and Child Nursing	6 credits
Adult Nursing	12 credits
Psychiatric Mental Health Nursing	6 credits

### Academic Policies

1. Student must fulfill University general education, pre-nursing and professional major requirements.
2. Courses prerequisite to the nursing major may be completed prior to or after admission to the University. Those courses not completed prior to entering the University of San Diego may be taken at the University, or by challenge examination, if available.

\* Completed within 7 years.

\*\* Completed within 10 years.



3. All prerequisites to the nursing major must be completed prior to beginning the first course in the nursing major.
4. For transfer credit, a course in Microbiology or Physiology must have been completed within 7 years of admission to the University; a course in Chemistry must have been completed within 10 years of admission to the University.
5. All courses in the Nursing major must be completed within a 5-year period after beginning study in the Nursing major, *i.e.*, taking the first nursing course.
6. A grade of C or better is required in all courses in the Nursing major.
7. Students receiving a final grade of "D" or "F" in a course in the Nursing major must repeat the course, and receive a grade of "C" or better. Students may repeat a course only *once*.
8. While enrolled in courses in the professional major, the student is required to carry individual Professional Liability Insurance, and submit proof of physical examination and tuberculin testing.
9. Each student has the obligation of maintaining communication with an appointed academic advisor for program planning and graduation and program requirements.
10. The faculty reserves the right to alter the professional curriculum in accord with professional standards and trends.
11. Students must pass both clinical and theory components of a course to pass the course.

### Typical Program of Required Courses

#### Prerequisites completed prior to Junior year

Fall	Junior year		Units
	Units	Spring	
*NU 113—Introduction to Microcomputers in the Professions (3)		NU 140—Nursing Science II (6)	
NU 130—Nursing Science I (3)		*NU 163—Transcultural Nursing (3)	
NU 132—Communication Theory and Process (3)		*G.E. Requirement (3)	
		*G.E. Requirement (3)	
			15
*NU 141—Historical Developments of Professional Nursing (1)			
*G.E. Requirement (3)			
	15		

Fall	Senior year		Units
	Units	Spring	
NU 145—Nursing Science III	(6)	NU 147—Nursing Science IV	(5)
NU 146—Research Process	(3)	NU 148—Administrative Management	(3)
*G.E. Requirement	(3)	NU 149—Contemporary Nursing Issues	(1)
*G.E. Requirement	(3)	*G.E. Requirement	(3)
	15	*G.E. Requirement	(3)
			15

\* Asterisked courses may be completed prior to the courses NU 130, 140, 145, 146, 147, 148, 149, which must be taken in the sequence as shown.

### Course Descriptions:

#### NU 113—Introduction to Microcomputers in the Profession (3)

Introduces students to a variety of microcomputer applications for use in professional and personal lives. Course emphasis will be in the selection, operation, and evaluation of microcomputer hardware and software. Other areas of attention include computer languages, BASIC programming, computer-assisted instruction, curriculum planning for computer literacy, word processing, data base management, information retrieval, and careers in computing.

#### NU 130—Nursing Science I (5)

Focus on utilization of the Nursing Process as a cognitive framework for assessment of behaviors of holistic man. Emphasis on interpersonal communication skills. Clinical application of theories in a variety of health settings.

#### NU 132—Communication Theory and Process (3)

Focus on communication as a process essential to nurse-client relationships and professional practice.

#### NU 140—Nursing Science II (6)

Development of physical assessment skills. Application of these skills to the Nursing Process. Clinical practicum in variety of health settings. Prerequisites: NU 130; NU 132.

#### NU 141—Historical Development of Professional Nursing (1)

Study of major influences affecting the growth of professional nursing in the United States.

#### NU 145—Nursing Science III (6)

Focus on family dynamics, family nursing, and the influence of culture on health. Clinical practicum in community. Prerequisites: NU 130; NU 132; NU 140.



**NU 146—Research Process (3)**

Introductory course in research design and methods. Focus on informed critique and application of nursing research. Prerequisites: NU 130; NU 132; NU 140.

**NU 147—Nursing Science IV (5)**

Focus on the theory and practice of community health nursing. Prerequisites: NU 130; NU 132; NU 140; NU 145; NU 146.

**NU 148—Administrative Management (3)**

Introduction to theories of administration and management. Application to nursing practice. Prerequisites: NU 130; NU 132; NU 140; NU 145; NU 146.

**NU 149—Contemporary Nursing Issues (1)**

Focus on critical trends and issues in American nursing today. Prerequisites: NU 130; NU 132; NU 140; NU 145; NU 146.

**NU 163—Transcultural Nursing (3)**

Cultural values and belief systems which influence the health behaviors of ethnic minorities are explored. The social, political, and economic forces influencing minorities' access to and use of health care resources are addressed.

### Health Science Courses

**HS 101—Pregnancy and Childbearing (3)**

A study of the basic physiological and psycho-social aspects of pregnancy, childbearing and the newborn infant. Controversial issues will be discussed as well as family relationships. Not open to nursing majors.

**HS 105—Health Care and Women (3)**

This course is designed to promote health awareness and well being for women. An examination of the health care available to women and an exploration of health issues that commonly affect women across the life span is included.

**HS 160—Health Education (3)**

The nature and scope of health education, including current problems in individual, family and community health. Theories and methods of health education are discussed. This course fulfills the health education requirement of the State of California for Multiple Subject and Single Subject teaching credentials.





## NAVAL SCIENCE

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## OVERVIEW

The purpose of the Naval Science program is to provide college students desiring to become Naval or Marine Corps officers a basic professional background in the areas of leadership and management; piloting and celestial navigation; nautical rules of the road; ship characteristics, design and propulsion; theory and employment of weapon systems; and development of warfare and amphibious operations. This curriculum is open to all University students. A graduate will be able to assume, through development of mind and character, the highest responsibilities of command, citizenship and government.

### Program Objectives

The primary objectives of the Naval Science Department curriculum are to provide:

- (1) an understanding of the fundamental concepts and principles of naval science;
- (2) a basic understanding of associated professional knowledge;
- (3) an appreciation of the requirements for national security;
- (4) a strong sense of personal integrity, honor and individual responsibility and
- (5) an educational background which will allow the Naval Science student to undertake successfully, in later periods in their careers, advanced/continuing education in a field of application and interest to the Naval or Marine Corps service.

## COURSE DESCRIPTIONS

### 11—Introduction to Naval Science (0)

A general introduction to the naval profession and to concepts of sea-power. Instruction emphasizes the mission, organization, and warfare components of the Navy and Marine Corps. Included is an overview of officer and enlisted ranks, training and education, and career patterns. The course also covers naval courtesy and customs, military justice, leadership, and nomenclature. This course exposes the student to the professional competencies required to become a naval officer.

**12—Naval Ships Systems I (Engineering) (3)**

A detailed study of ship characteristics and types including ship design, hydrodynamic forces, stability, compartmentation, propulsion, electrical and auxiliary systems, interior communications, ship control, and damage control. Included are basic concepts of the theory and design of steam, gas turbine, and nuclear propulsion. Also discussed are ship-board safety and firefighting.

**21—Naval Ships Systems II (Weapons) (3)**

This course outlines the theory and employment of weapons systems. The student explores the processes of detection, evaluation, threat analysis, weapon selection, delivery, guidance, and explosives. Fire control systems and major weapons types are discussed, including capabilities and limitations. The physical aspects of radar and underwater sound are described in detail. The facets of command, control, and communications are explored as a means of weapons system integration.

**22—Seapower and Maritime Affairs (3)**

A survey of U.S. naval history from the American Revolution to the present with emphasis on major developments. Included is an in-depth discussion of the geopolitical theory of Mahan. The course also treats present day concerns in seapower and maritime affairs including the economic and political issues of merchant marine commerce, the law of the sea, the Russian navy and merchant marine, and a comparison of U.S. and Soviet naval strategies.

**131—Navigation and Naval Operations I (3)**

An in-depth study of piloting and celestial navigation including theory, principles, and procedures. Students learn piloting navigation including the use of charts, visual and electronic aids, and the theory and operation of magnetic and gyro compasses. Celestial navigation is covered in-depth including the celestial coordinate system, and introduction to spherical trigonometry, the theory and operation of the sextant, and a step-by-step treatment of the sight reduction process. Students develop practical skills in both piloting and celestial navigation. Other topics discussed include tides, currents, effects of wind and weather, plotting, use of navigation instruments, types and characteristics of electronic navigation systems.

**132—Navigation and Naval Operations II (3)**

A study of the international and inland rules of the nautical road, relative-motion vector-analysis theory, relative motion problems, formation tactics, and ship employment. Also included is an introduction to naval operations and operations analysis, ship behavior and characteristics in maneuvering, applied aspects of ship handling, and afloat communications.



### **133—Evolution of Strategic Operations (3)**

This course traces the development of warfare from the dawn of recorded history to the present, focusing on the impact of major military theorists, strategists, tacticians, and technological developments. The student acquires a basic sense of strategy, develops an understanding of military alternatives, and sees the impact of historical precedent on military thought and actions.

### **141—Leadership and Management I (3)**

A comprehensive advanced-level study of organizational behavior and management in the context of the naval organization. Topics include a survey of the management functions of planning, organizing, and controlling, an introduction to individual and group behavior in organizations, and extensive study of motivation and leadership. Major behavioral theories are explored in detail. Practical applications are explored by the use of experiential exercises, case studies, and laboratory discussions. Other topics developed include decision-making, communication, responsibility, authority and accountability.

### **142—Leadership and Management II (3)**

The study of naval junior officer responsibilities in naval administration. The course exposes the student to a study of counseling methods, military justice administration, naval human resources management, directives and correspondence, naval personnel administration, material management and maintenance, and supply systems. This capstone course in the NROTC curriculum builds on and integrates the professional competencies developed in prior course work and professional training.

### **143—Amphibious Operations (3)**

An historical survey of the development of amphibious doctrine and the conduct of amphibious operations. Emphasis is placed on the evolution of amphibious warfare in the 20th century, especially during World War II. Present day potential and limitations on amphibious operations, including the rapid Marine air-ground task force concept, are explored.

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Brass:	Ray Smith, M.A. Dirk Koman, M.Mus.
Percussion:	Fred Divisek
Guitar:	John Lyons, M.M. Celin Romero Pepe Romero Lisa Smith, M.A.
Harp:	Joy Hujsak, B.M.
Organ:	Robert Thompson, D.M.A. Jerry Witt, B.M.

## HONORARY DEGREES

1959	Richard M. Nixon, LL.D.
1961	Edmund G. Brown, LL.D. John J. Irwin, LL.D.
1962	Murray D. Goodrich, LL.D.
1963	Edward R. Annis, D.Sc. Earl C. Bolton, LL.D.
1964	Herbert F. York, LL.D.
1965	Sister Mary William I.H.M., LL.D. Captain E. Robert Anderson, U.S.N, (Ret.), LL.D. Major General Bruno A. Hochsmuth, USMC, LL.D.
1966	John S. Alessio, LL.D. Right Reverend Monsignor Louis J. Risha, LL.D.



- 1967 John V. Naish, D.Sc.  
Graydon Hoffman, LL.D.
- 1968 Malcolm Andrews Love, LL.D.
- 1969 Lt. Col. William A. Anders, USAF, D.Sc.
- 1970 Maurice H. Stans, LL.D.  
Lt. Gen. Victor H. Krulak, USMC (Ret.) LL.D.
- 1971 Monsignor John E. Baer, LL.D.  
Monsignor Alfred F. Horrigan, LL.D.  
Sister Nancy Morris, R.S.C.J., LL.D.
- 1972 William D. McElroy, LL.D.  
Sister M. Aimee Rossi, R.S.C.J., LL.D.
- 1974 Jonas Salk, M.D., LL.D.  
Irving Salomon, LL.D.
- 1975 Prince Sattam bin Abdulaziz Al-Saud,, LL.D.  
Florence Bisenta de Casilla Martinez Cardona  
(Vikki Carr), LL.D.
- 1976 Arthur Buchwald, L.H.D.
- 1977 George F. Will, LL.D.
- 1978 Leo Roon, L.H.D.  
Franco Zefirelli, L.H.D.
- 1979 Robert Abernethy, L.H.D.  
Mary Ann Garrigan, R.N., L.H.D.  
Martha E. Rogers, R.N., L.H.D.
- 1980 Reverend Monsignor I. Brent Eagen, L.H.D.  
Ray A. Billington, L.H.D.  
Reverend Theodore M. Hesburgh, C.S.C., LL.D.
- 1981 Casper W. Weinberger, LL.D.
- 1982 Helen K. Copley, L.H.D.  
Bernardo Sepulveda, L.H.D.
- 1983 Frances Danz, R.S.C.J., L.H.D.  
R. Craig Noel, L.H.D.  
Terrel H. Bell, L.H.D.
- 1984 Pete Wilson, LL.D.
- 1985 Anita Figueredo, L.H.D.
- 1986 Most Reverend Leo T. Maher, L.H.D.
- 1987 Ernest W. Hahn, L.H.D.



## MAP LEGEND

- |                                       |                                   |                                       |
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| 1. <b>Copley Library</b>              | 10. <b>University Center</b>      | 20. <b>Olin Hall</b>                  |
| 2. <b>Camino Hall</b>                 | a. Operations & Special Events    | School of Business                    |
| a. Theatre                            | b. Student Affairs                | 21. <b>Graduate Center Apartments</b> |
| b. Health Center                      | c. Resident Life                  | 22. <b>Student Housing</b>            |
| 3. <b>Sacred Heart Hall</b>           | d. Dining Services                | 23. <b>St. Francis Seminary</b>       |
| Performing Arts Center                | e. Campus Ministry                | 24. <b>Field House - Stadium</b>      |
| 4. <b>Physical Plant</b>              | f. Associated Students            | 25. <b>Sports Center</b>              |
| 5. <b>Environmental Studies Lab</b>   | 11. <b>Harmon Hall</b>            | 26. <b>Alcalá Vista Apartments</b>    |
| 6. <b>Founders Hall</b>               | School of Education               |                                       |
| a. Chapel                             | 12. <b>Law School Library</b>     |                                       |
| b. Art Gallery                        | 13. <b>More Hall</b>              |                                       |
| c. French Parlor                      | Law School                        |                                       |
| d. College of Arts & Science          | 14. <b>Guadalupe Hall</b>         |                                       |
| e. Graduate Office                    | 15. <b>Bookstore/Post Office</b>  |                                       |
| f. Registrar                          | 16. <b>Serra Hall</b>             |                                       |
| g. Summer/Intersession Office         | a. Admissions                     |                                       |
| h. Weekend Information Center         | b. Financial Aid                  |                                       |
| 7. <b>Immaculata Church</b>           | c. Lawyer Asst. Program           |                                       |
| 8. <b>Physical Plant Main Offices</b> | d. Career Counseling Center       |                                       |
| 9. <b>DeSales Hall</b>                | e. Educational Development Center |                                       |
| a. Safety and Security                | 17. <b>Chancery</b>               |                                       |
| Weekday Information Center            | Diocese of San Diego              |                                       |
| b. President's Office                 | 18. <b>Philip Y. Hahn</b>         |                                       |
| c. Alumni Office                      | School of Nursing                 |                                       |
| d. Business Offices                   | 19. <b>Douglas F. Manchester</b>  |                                       |
| e. Media Center                       | Executive Conference Center       |                                       |
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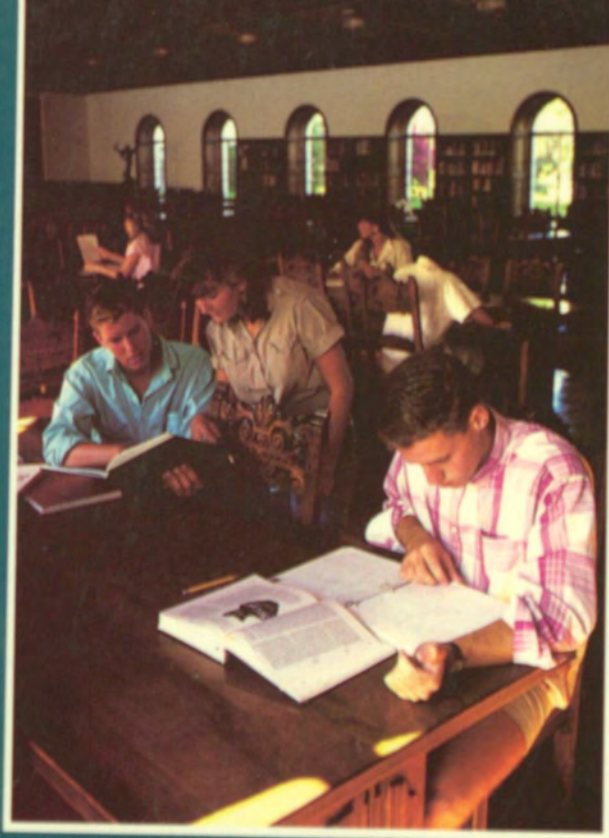


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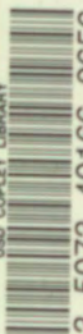
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